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ABSTRACT

Annotated bibliographic citations of literature relevant to women's educational equity are presented, drawn from computerized data bases from spring 1978 through October 1978, with slight exceptions. Topics covered include: curriculum and educational materials development and dissemination; preservice and inservice personnel training; research and development; guidance, counseling, and testing activities; activities to increase equity for adult women, including continuing education; and expansion and improvement of educational programs and activities. The data bases covered are: ABI/INFORM; AGRICOLA; America: History and Life; Dissertation Abstracts International; ERIC (Resources in Education and Current Index to Journals in Education); Magazine Index; Management Contents; MEDLARS; NTIS; Psychological Abstracts; Public Affairs Information Service (PAIS); Sociological Abstracts; and NICEM. Abstracts and indexes for subject, author, and institution are included, as is ordering information. (MSE)

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WEECN RESOURCES IN WOMEN'S EDUCATIONAL EQUITY

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK

VOLUME 3, NUMBER 1
MAY 1979

HE012 322

RESOURCES IN WOMEN'S EDUCATIONAL EQUITY

Volume 3, Number 1
May 1979

(WE 003 421—WE 005 048)

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Mary E. Berry, Assistant Secretary for Education
Office of Education
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Women's Program Staff
Joan R. Thompson, Acting Director

WEECN
WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK
Sponsored by the U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE /Office of Education
Under the Auspices of the Women's Educational Equity Act
Operated by FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

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• • •

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Notice

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Introduction

Introduction

In 1974, the Women's Educational Equity Act (Section 408, Public Law 93-380) established the first federal program for categorical assistance to promote educational equity for women. Among the objectives of the Women's Educational Equity Act Program (WEEAP) was the establishment of a Communications Network. This Communications Network is defined, according to the WEEA Regulations (Federal Register, February 12, 1976), as a two-way system for "educators, both researchers and practitioners," and for "the public, including parents, concerned citizens, and students." It focuses on information about "work completed or already in progress" with respect to women's educational equity, including:

1) The development, evaluation, and dissemination of curricula, textbooks, and other educational materials;

2) Preservice and inservice training for educational personnel, including guidance and counseling personnel;

3) Research, development, and other educational activities;

4) Guidance and counseling activities, including the development of tests that are nondiscriminatory on the basis of sex;

5) Educational activities to increase opportunities for adult women, including continuing education activities for underemployed and unemployed women; and

6) The expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration.

Scope

The scope of educational materials and subject matter covered by the Women's Educational Equity Communications Network (WEECN) includes:

1) Instructional/training materials and other educational products that are designed to further educational equity for women;

2) Descriptions of educational curricula, programs, and treatments that facilitate educational equity for women or that act as barriers to such equity;

3) Evaluative studies of these products, programs, and treatments; and

4) Supporting data, research, and other information that will be of use to individuals wishing to develop new, nonsexist, educational programs and materials, and to individuals interested in further understanding the causes of sex discrimination and the ways in which it can be eradicated. These include information about:

    a) women's participation in education,
    b) sex roles, sex role stereotypes, and their relationship to educational and career decisions,
    c) family and socialization influences on educational and career choices,
    d) school influences on educational equity for women,
    e) legislation related to sex discrimination in education,
    f) career development of women and its relationship to education,
    g) physical and mental health as they relate to educational equity, and
    h) sex differences and similarities that are significant for the design of educational programs and for career choice.

Materials covered are those relevant to education in the United States; materials from other countries are included only when they are of direct significance to women's education in the United States.

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Rationale

Volume 3, No. 1 of *Resources in Women's Educational Equity* contains material entered into computerized data bases from spring 1978 through October 1978 with two exceptions—material from America: History and Life and from the National Information Center for Educational Media (NICEM). As coverage of America: History and Life began with the current volume, material from this data base spans the period from 1976 through October 1978. Since NICEM has not been updated since Volume 2 of *Resources in Women's Educational Equity,* material with a publication date of 1975 was included in this issue. WEECN is beginning to process documents generated prior to 1976 and intends to announce a portion of these in a separate volume scheduled for fall 1979 publication. In addition, WEECN will continue to publish regular volumes of *Resources in Women's Educational Equity* announcing current documents with Volume 3, No. 2 scheduled for publication in fall 1979.

During the past few years, there has been a dramatic increase in the volume of material published about women's rights, sex roles, the psychology of women, sex differences, and other topics relevant to educational equity for women. New journals, informal publications, newsletters, programs, and project reports are multiplying rapidly. With the passage of the Women's Educational Equity Act, there has been even more interest in the educational needs of women and even more publications related to this topic.

The inclusion in this volume of only those materials retrieved from computerized data bases in no way implies that the material published in other, more informal, sources is in any way less important. However, the time and cost involved in obtaining and scanning the many informal publications related to women's educational equity would be high. Additionally, groups producing these materials are rarely in a position to respond to the large number of reprint requests that might be occasioned by citing in this volume, whereas most computerized data bases have made some provision for availability of the documents or articles they announce. Copies of items listed in *Resources in Women's Educational Equity* can, therefore, be readily obtained and put to use.

Preparation

As a first step, data bases that include significant amounts of material relevant to women's educational equity are identified. The search for new relevant data bases is a continuing WEECN function. For each potential data base, sample outputs, the statement of scope, and the acquisitions/selection criteria are reviewed to verify that the data base actually contains material relevant to WEECN. Volume 1 contained citations from 8 data bases. The number increased to 12 data bases for Volume 2. With the addition of America: History and Life, citations from 13 data bases were reviewed for Volume 3, Number 1. Permission to select and input pertinent material has been obtained for the 13 data bases. Additional data bases will be incorporated into future volumes as they are identified and permission obtained to include their citations.

In the second phase, search strategies are prepared to retrieve appropriate citations from these data bases. The relevance of any particular document or article to women's educational equity is, to a large extent, determined by the particular question under study and the perspective of the individual approaching that question. Six subject categories, previously identified as of key interest to WEECN, were the primary influences in search strategy development. They are:

1) Education—articles concerned with adult education, women's education, curriculum, elementary education, secondary education, graduate study, educational objectives, educational policy, educational administration, equal education, educational opportunities, etc.

2) Legal—articles dealing with women's educational equity, Title IX, affirmative action, or the status of women from a legal perspective.

3) Career—articles concerned with career education, occupational guidance, vocational education, professional training, job training, management development, occupational aspiration, career opportunities, career planning and/or choice, working women, salary differentials, occupational mobility, or equal opportunities for jobs.

4) Sex Differences—articles concerned with sexuality, androgyny, sex differences, sex roles, sex stereotypes, or sex discrimination.

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5) Life Style—articles concerned with family, material status, dual careers, divorce, family background, family influence, or family and career.

6) Health—articles dealing with the mental and physical health of women, as it relates to their education and careers.

Thirdly, the annotations of all computer-retrieved documents are reviewed by the project staff for appropriateness. Reviewers are Matilda Butler and Jean Marzone.

Finally, the accepted citations are processed into the WEECN data base for subsequent announcement in this journal. All resumes presented in this journal are in a common format. Because of differences among the data bases in terms of content, abstract style, cataloging, and subject indexing, some rearrangement of cataloging elements and the assignment of a common set subject terms is necessary. For the most part, subject terms are assigned using the *Thesaurus of ERIC Descriptors,* with new terms added as required to reflect specific WEECN-related concepts. Otherwise, all citations have been reproduced essentially as they originally appeared in the data bases from which they were retrieved. Because WEECN does not edit or rewrite abstracts or annotations, some citations may reflect sexist language usage. Nevertheless, if any such document or article seems to be relevant to the achievement of educational equity for women, it is included.

Document/Journal Article Ordering Information

Document/Journal Article Ordering Information

The WEECN data base and announcement journal have been developed on the premise that the documents and journal articles announced by WEECN will be available from the parent data bases, from other reproduction services, or from other sources. Thus, WEECN is *not* equipped to provide copies.

Some of the parent data base producers provide a direct reproduction service. Available information about each direct reproduction service is presented in the introductory material preceding the citations from that data base. Other data bases, especially where journal articles are involved, rely on general reprint services which are noted below.

Specific ordering information may also be found in the "Available From" field in some citations included in this volume.

Most of the articles in this volume are from journals which may be found in the periodical collections of college, university, or large public libraries. In addition, many of the documents, especially those produced by federal agencies, professional organizations, and commercial publishers, will be found in the same libraries and will be accessible directly or through interlibrary loan.

In the event that none of these sources proves fruitful, the WEECN user is advised to make direct contact with the appropriate data base. The point of contact for each data base is specified in the introductory material preceding the citations from that data base.

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Document/Journal Article Citations

The document and journal article citations in this section are grouped by data base and within each data base are sequenced by WE accession number.

Most of the data bases focus on a specific subject field, e.g., psychology, education, etc. However, the reader who is interested in a broad topic may find pertinent citations in several data bases. It is, therefore, important to consult the subject index for any comprehensive search.

ABI/INFORM™

ABI/INFORM™

The ABI/INFORM™ data base covers crucial functional areas of management and administration. Approximately 23,000 citations and abstracts are added to the data base annually from 400 professional journals.

SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.

Title

Journal Citation

Descriptive Note

Descriptors (Only terms preceded by an asterisk are printed in the subject index.)

Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)

WE 000 000
Ferber, Marianne A. Kordick, Betty
Sex Differentials in the Earnings of Ph. D.'s.
Journal Cit—Industrial and Labor Relations Review; v31 n2 p227-38 January 1978
Note—Also cited in Management Contents, ILR 78A4269
Data Base ID— 78002188
Descriptors—*Doctoral Degrees, Educational Background, *Salary Differentials, *Sex Discrimination
Identifiers—*Reentry Workers

Using a survey of two cohorts of men and women who received Ph. D.'s in the years 1958-63 and 1967-72, this study tests two hypotheses: 1) The relatively lower earnings of highly educated women can be explained largely by their career interruptions and by their lesser willingness to accumulate human capital in anticipation of such interruptions. 2) The differential in earnings between men and women increases with age because of career interruptions, and the gap narrows once women reenter the labor force on a permanent basis. The findings do not lend support to either of the hypotheses. Consequently, the proposition is rejected that the lower rewards of women Ph. D.'s are primarily caused by their own voluntary decisions. Due to discrimination, women Ph. D.'s continue to be rewarded less than their male counterparts. Tables.

Author(s)

Accession Number of source data base

Abstract

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WE 003 421

Zikmund, William G.   Hitt, Michael A.   Pickens, Beverly A.

Influence of Sex and Scholastic Performance on Reactions to Job Applicant Resumes.

Journal Cit—Journal of Applied Psychology; v63 n2 p252-54 Apr 78

Data Base ID—78007437

Descriptors—*Accountants, *Personnel Policy, *Sex Discrimination

This study investigated the possible existence of sex discrimination in the evaluation of job applicant resumes for accounting positions. Applicant sex and two levels of scholastic performance were systematically varied to yield four different resumes. One of four was sent at random to personnel directors of 100 corporations. The sex of the applicant was identifiable as obviously female (by name) or was unspecified (by initials). Scholastic performance was manipulated to represent either a high performer or one that was merely average. The results revealed that both the number of replies to the resumes and the number of positive responses were influenced by the sex of the applicant. Furthermore, the frequency of positive responses was also influenced by the scholastic performance of the applicant. Tables. References.

WE 003 422

Wertheim, Edward G.   Widom, Cathy S.   Wortzel, Lawrence H.

Multivariate Analysis of Male and Female Professional Career Choice Correlates.

Journal Cit—Journal of Applied Psychology; v63 n2 p234-42 Apr 78

Data Base ID—78007434

Descriptors—Achievement, Aptitude, Assertiveness, *Career Choice, Graduate Students, Individual Characteristics, Locus of Control, *Predictor Variables, Sex Differences, Statistical Analysis

Identifiers—Sex Identity, Sex Role Attitudes

Personality, aptitude, achievement, and social-demographic characteristics of graduate students in four professional degree programs were investigated in a comparative multivariate analysis of the correlates of professional career choice. Male (law and management) students and female (education and social work) students completed an extensive questionnaire, and the results confirmed the central hypothesis of the study: Differences across careers for each variable were greater than the differences between the sexes within careers. No significant sex differences were found in assertiveness, locus of control, or Machiavellianism. Sex differences were primarily confined to variables relating to psychological masculinity-femininity and sex role attitudes. Preexisting dispositions and attitudes may be the best predictors of professional career choice, although it is possible that these attitudes are adopted after people have made their career choice. Equations. Tables. References.

WE 003 423

Schmitt, Neal   Mellon, Phyllis M.   Bylenga, Carol

Sex Differences in Validity for Academic and Employment Criteria, and Different Types of Predictors.

Journal Cit—Journal of Applied Psychology; v63 n2 p145-50 Apr 78

Data Base ID—78007424

Descriptors—Academic Aptitude, Employment, *Evaluation Criteria, *Predictive Validity, Sex Differences

This study examined sex differences in validity coefficients for a total of 6,219 pairs of validities. Differences were also examined for subsets of predictors and criteria and a random sample of pairs of validities from independent data sets. Female validities were slightly but significantly higher than male validities for academic criteria and for all predictor subsets except high school background and personality predictors. Male validities were slightly higher for high school background and personality predictors and for employment criteria. The generalizability of the finding concerning employment criteria is questionable because of the small number of pairs of validities available and the nonindependence of pairs that were available. Equations. Tables. References.

WE 003 424

Formhals, Michael J.

Working Women Create Market for Disability Income Coverage.

Journal Cit—Rough Notes; v121 n3 p126,128,130,132 Mar 78

Data Base ID—78006504

Descriptors—*Insurance Programs, *Working Women, *Workmans Compensation

As of April 1976, women comprised 40.5% of our civilian labor force. This figure increased from 38.1% in 1970 and 35.2% in 1965. The needs of these women are not being met. More women are playing a larger role in the business world than ever before and should cause a corresponding effect in the insurance field. There has been some activity in this area, but the impact has not been commensurate with the rapid progress made by women. Women are likely candidates for life, major medical, and disability insurance but are lacking adequate provisions in disability income protection. Successful selling of disability protection requires an understanding of a prospect's specific needs. There are increasing numbers of women heads-of-households whose livelihood is the basic means of support. Others work to enhance a living standard. Some enter the job market because of challenges and professional rewards. For a single parent, disability income plans must be viewed with greater interest. Coverage is not a protective measure; it is a vital necessity. Women workers open the doors to new business, and women as a group are largely uninsured.

WE 003 425

Louviere, Vernon

Women's Growing Role in Lobbying.

Journal Cit—Nation's Business; v66 n6 p80-85 Jun 78

Data Base ID—78009732

Descriptors—Political Influences, *Working Women

Identifiers—*Lobbying, *Nontraditional Career Choice

Women lobbyists are becoming more commonplace in Washington as they now number over 200. The majority of women lobbyists are in their late 20s or early 30s, have a degree in an unrelated field, and are very business-like in their approach to their jobs. They see their duty as making Congress aware of the problems faced by the groups they represent and educating their groups on how best to influence Congress. Some women lobbyists have problems with not being taken seriously and find that it helps if they take special pains to research and prepare themselves on issues. Many are upgrading their education with advanced degrees. As more women are becoming professional lobbyists, they are drawing up a formal code of ethics covering a range of subjects including gift-giving.

WE 003 426

Hall, Francine S.   Hall, Douglas T.

Dual Careers–How Do Couples and Companies Cope with the Problems?

Journal Cit—Organizational Dynamics; v6 n4 p57-77 Spr 78

Data Base ID—78009604

Descriptors—*Administrative Problems, *Career Planning, *Family Problems, Working Women

Identifiers—*Dual Career Family

The rapid infusion of women into the labor market and a shifting of social values has led to the phenomenon of dual-career couples. This trend presents unique problems for the corporations as well as the couples. Some of the problems faced by couples include conflicting career path alternatives and a clear definition of priorities between family and career, needs, and goals. Couples can more easily cope with problems if they make a mutual commitment to both careers, maintain flexibility in personal and job situations, and develop a mechanism to cope with problems. The corporation encounters problems in the areas of recruiting, scheduling of work time, relocations, and career development. The best strategy for the corporation is to assist the couples in dealing with their particular problems. It can be done by maintaining flexible career development tracks and having spouse involvement in career planning.

WE 003 427

Little Change in Chemist's Job Status.

Journal Cit—Chemical and Engineering News; v56 n25 p31-37 Jun 19 78

Data Base ID—78009537

Descriptors—*Employment Patterns, *Salaries, Scientists, Sex Differences, *Working Women

Identifiers—*Chemists

The economic status of U. S. chemists has not changed much since last year. Unemployment is still low, and salaries are up 5-6%, in line with the long-term growth trend for the profession. But, in constant dollar terms, chemists are no better off now than they were a decade ago because of inflation. The job status of women chemists has been improving; the unemployment rate has declined more markedly, even though it is still twice as high as the rate for men. Also, the gap has been narrowing between men's and women's salaries, at least among younger chemists. Industrial firm chemists have the highest paying jobs with government chemists not far behind. Chemical engineers consistently have had higher median salaries than chemists. Graphs. Tables. Map.

WE 003 428

Faucher, Mary D.   McCulloch, Kenneth J.
Sexual Harassment in the Workplace–What Should the Employer Do?
Journal Cit—EEO Today; v5 n1 p38-46 Spr 78
Data Base ID—78009285
Descriptors—*Administrator Attitudes, Court Litigation, *Employer Attitudes, *Working Women
Identifiers—*Sexual Harassment

Sexual harassment takes several forms–the obvious sexual demands of a supervisor on the female supervisee to secure promotion or raises, simple sexual advances, or mere harassment by verbal abuse or muttered references to genetic inability. Court decisions have been entered on the more obvious sexual problems, holding for the woman litigant. Little has been done about the less obvious patterns of harassment. Distinctions are made between employer actions and the actions of a male supervisor outside the authority or scope of his supervisory duties. The employer is held not responsible in such cases. Comparison is made between verbal sex abuse and the court decision prohibiting verbal ethnic or racial abuse, and it is suggested this form of harassment should also be court proscribed. Chart.

WE 003 429

Sex Discrimination and Employee Benefits.
Journal Cit—EEO Today; v5 n1 p25-30 Spr 78
Data Base ID—78009283
Descriptors—*Court Litigation, *Fringe Benefits, *Leave of Absence, Mothers, *Seniority, Working Women

Reviewing two key maternity leave decisions by the Supreme Court, "Gilbert" and "Satty," descriptions of the types of discrimination they allow or do not allow are compared. Gilbert was the decision by the court in 1976 to allow private employers to exclude from their employee benefits coverage for maternity benefits. The EEOC and women's activist groups are proceeding to rewrite the EEO guidelines and lobbying for new laws to reverse effectively the Gilbert decision and cover such maternity cases. Satty evolved when a Nashville employer refused to continue seniority to women returning from maternity leave. The Supreme Court held this action to be an unlawful discrimination and struck down that employment practice. Satty gives impetus to enforcement of the EEOC fringe benefits guidelines for equality between the sexes. References.

WE 003 430

Title VII Versus Executive Order 11246 on Affirmative Action.
Journal Cit—EEO Today; v5 n1 p15-21 Spr 78
Data Base ID—78009282
Descriptors—*Affirmative Action, *Civil Rights Legislation, Equal Opportunities (Jobs), Personnel Policy, *Racial Discrimination, *Sex Discrimination
Identifiers—*Civil Rights Act 1964 Title VII, *Executive Order 11246, Title VII Civil Rights Act 1964

Executive Order 11246 requires affirmative action by those contracting with the federal government and demands preferential treatment of women and minorities in order to achieve the balance necessary to qualify for the awarding of government contracts. Title VII of the Civil Rights Act of 1964 specifically prohibits preferential treatment of any person due to race or sex, and the imbalance between these two systems has never been finally court resolved. Several cases are cited upholding Title VII and, in the opposite stance, affirmative action programs under 11246. Weber v. Kaiser Aluminum and Chemical Corp. is cited to show the federal court's dismay at the imbalance, but this case was remanded to trial level and has not yet answered the question of the 11246 Executive Order and Title VII conflict. Reverse discrimination is a problem that has been court upheld and puts the EEOC in the position of enforcing a statute that courts hold to be a barrier to voluntary affirmative action. References.

WE 003 431

Why So Few Women Have Made it to the Top.
Journal Cit—Business Week; n2537 p99-100,102 Jun 5 78
Note—Also cited in PAIS, 780149665
Data Base ID—78008865
Descriptors—*Administrative Personnel, Individual Characteristics, *Working Women

Women have moved into many middle management jobs, but they have been slow to move into the top management of corporations. Women seem to move fastest in large corporations, and several companies, like ATT, have several women in upper middlelevel jobs ready to be promoted into top management. Women are often held back because they tend to specialize professionally rather than have managerial backgrounds or they do not have the right educational background. While top corporate women tend to be a varied lot, they do generally exhibit certain characteristics. They are competitive and hardworking by their own descriptions rather than aggressive, they tend to switch jobs less than their male counterparts, and few of them planned out their careers. Now, however, career planning is essential, and women are becoming more assertive in the performance of their jobs.

WE 003 432

George, Mary Gey
Women Tenants Have Special Needs, Special Problems: Dakota County, Minnesota, Seeks To Meet and Solve Them through Women's Workshop Sessions.
Journal Cit—Journal of Housing; v35 n5 p231 May 78
Data Base ID—78008839
Descriptors—Family Problems, *Group Counseling, *Heads of Households, Public Housing, *Social Services
Identifiers—*Housing Problems, *Minnesota (Dakota County), Section 8 Housing

Section 8 housing in Dakota County, Minnesota, has 73% of the units headed by women, of whom 52% are under 62 years of age. Primary problems include noise, discipline of children, lack of housekeeping skills, and unauthorized adults in the units. Since this housing is closed to anyone who has previously been asked to leave the units, the county social services department has begun an effort to solve the problems before eviction takes place. The social service department has developed a workshop, "The Windows of Yourself-Letting Yourself Out and Bringing Others In." In this eight-week workshop, the women will explore their problems and learn about possibilities to change their lives for the future.

WE 003 433

Skinner, Allene Joyce
Women Consumers, Women Professionals: Their Roles and Problems in Housing and Community Development Are Concerns of Special HUD Office.
Journal Cit—Journal of Housing; v35 n5 p228-30 May 78
Note—Also cited in PAIS, 780160570
Data Base ID—78008838
Descriptors—*Consumer Economics, *Heads of Households, Needs Assessment, *Professional Personnel, Public Housing, *Sex Discrimination
Identifiers—*Department of Housing and Urban Development, Housing and Community Act 1974, *Housing Problems

The Housing and Community Act of 1974 was the first legislation to look at the housing problems of women. A special HUD Women's Policy and Program Division has been established. Studies show that there is definite discrimination against women when renting or purchasing housing. The prejudice is interrelated with race, income, marital status, and children. The mission of the new HUD office for women is to influence HUD policy and provide guidance in decision making concerned with understanding women's housing and neighborhood needs. The office is also to educate and inform women about HUD's programs and to make them responsive to women's needs. It is recognized that there is a need for a fuller choice of careers for women even within HUD. Since women head over 70% of public housing families, HUD is putting large sums into inner city redevelopment.

WE 003 434

Hunt, Shelby D.
Women and Franchising.
Journal Cit—MSU Business Topics; v26 n2 p25-28 Spr 78
Note—Also cited in PAIS, 780152321
Data Base ID—78008825
Descriptors—Business, Performance, Prediction, Sex Differences, *Working Women
Identifiers—*Franchising

This examination of women and their involvement in franchising explores the extent that women are involved in franchised businesses, their performance, and the future prospects. In 1976, women owned less than 7% of the franchised business sampled; however, the percentage was slightly higher than in 1971. This percentage is predicted to increase to 8% by 1981. Women's involvement in franchised businesses varies substantially between industries. Franchisors generally believe that there is no difference between the performance of women and men. Here again, there are substantial variations across industries. Franchisors predict higher future participation by women in franchising and reduced interest in husband-wife teams. Women franchisees do have more difficulty in personnel relations. They also have more trouble with technical aspects such as the accounting function. Tables.

WE 003 435

Tamarkin, Bob
Is Equal Opportunity Turning into a Witch Hunt?
Journal Cit—Forbes; v121 n11 p29-31 May 29 78
Data Base ID—78008633
Descriptors—*Court Litigation, *Equal Opportunities (Jobs), Racial Discrimination, Sex Discrimination

In the past four years, American industry has contributed more than $1 billion in back pay, promotions, and training for minorities and women. It is ironic that business bears the brunt of this movement for it has made more progress in equal employment than any other sector of society. Since 1973, the EEOC has moved specifically against Sears, General Motors, Ford, CNA insurance, General Electric, and some labor unions hoping to force them into line. The consent decree signed by ATT in 1973 was to be industry's hiring and promotion pattern. The Carter Administration, however, intends to get tougher. In October, the antidiscrimination agencies will be consolidated into the Labor Department. But unreasonable government actions are now causing businesses such as John Hancock Insurance and Sears to fight back. Courts say that a company's workforce should approximate what is available in the way of qualified personnel in the company's respective labor force.

WE 003 436

Focus of Conference Feedback: Jobs, Money, Relations with Men.
Journal Cit—Marketing News; v11 n21 p15 Apr 21 78
Data Base ID—78008540
Descriptors—Retailing, *Success Factors, *Working Women

Audience feedback, fielded by panelists, was focused upon in the final session of the American Marketing Association conference. As to what groups were available in aiding women in business, five points were made. 1) Women were urged to establish small, informal groups to discuss mutual problems. 2) Women's efforts would be more visible in the future. 3) More women's groups are needed now. 4) Such groups can be self-limiting. 5) Women must be willing to invest in advancement of their careers. In regard to managing the men in their lives three points were made. 1) Supportive husbands are necessary. 2) Discard guilt feelings over undone housework. 3) Men can assume household duties. Suggestions on raising salaries should point out how these raises are in the organization's interest, and the raise should be related to profits. And as to why women should consider retailing careers, it was pointed out that while women in retailing have been discouraged, radical changes are in the making. Women were urged to evaluate their own attitudes and opinions and analyze whether their biggest obstacle to success was within themselves.

WE 003 437

Attitudes, Not Abilities, Make Differences in Three Ad Careers.
Journal Cit—Marketing News; v11 n21 p12 Apr 21 78
Data Base ID—78008537
Descriptors—Professional Personnel, *Success Factors, *Work Attitudes, *Working Women
Identifiers—*Advertising

Reviewing employment histories of three women, Jaye Golanty, associate research director at Leo Burnett Co., Chicago, found that attitudes toward their work made the major difference in levels of success achieved. Out, even, and up, respectively, was how the three careers were described. The first viewed her job as assignments to be completed on time and without mistakes. Being task-oriented, she rarely committed herself for fear of being proven wrong. The second was well-respected and did a good job for the company. However, her goals were not realistic. The third had a weakness in attention to details. By analyzing her situation, she was able to overcome her weakness and was rewarded by succeeding and advancing in her job. Three key dimensions of the success attitude are being assertive or even aggressive, taking risks and being resilient, and being an innovator, an idea generator. The choice of success belongs to every individual; it is up to that person to make it.

WE 003 438

Don't Be Afraid To Move, Push, Learn, Pollack Urges Aspiring Women Marketers.
Journal Cit—Marketing News; v11 n21 p4 Apr 21 78
Data Base ID—78008535
Descriptors—*Individual Characteristics, *Marketing, *Self Concept, Sex Role, *Success Factors, Working Women

Women have created a lot of minuses in themselves, as viewed by male associates in business, and women should examine themselves, stated Dorothy Pollack, vice president, Formfit Rogers, New York. Among the minuses she listed: 1) Women have not been mobile. 2) Women have not had the right to fail. 3) Women are afraid to project themselves. 4) Women feel uncomfortable in leadership roles. 5) Women feel unattractive being the boss. 6) Women may face sacrifices for a career. 7) Women must know their value and use their minds and education to the fullest to be winners in the business world. Pollack added that women also have advantages of sensitivity, creativity, flexibility, imagination, instincts, and the gift of friendship. Learning goes on forever, she emphasized. Business needs the skills of both men and women, and it may be up to women to help some of the men along the way. It may be that in helping them, women help themselves.

WE 003 439

Neither a Doormat Nor a Bulldozer Be, Says Pletcher; Tells Twin Success Needs.
Journal Cit—Marketing News; v11 n21 p3 Apr 21 78
Data Base ID—78008534
Descriptors—Achievement Need, Individual Characteristics, Self Concept, *Success Factors, *Working Women

Business career success has twin components, according to Barbara Pletcher, Sacramento author, lecturer, and chairwomen of the American Marketing Association conference. The components are empathy and ego drive; the ideal is to have both. In diagnosing chances of success, analyzing both qualities, there are four possible results–the doormats, the servants, the bulldozers, and the achievers. In strengthening desire for success, women possessing self-confidence and a success orientation are contagious. Since women work up to the expectations and standards of associates, one of the ways to encourage higher levels of drive is to associate with those who move. Pletcher further stated that the successful woman dissociates herself from those who are forever seeking the easy way out, those who are satisfied to muddle along through life with little or nothing to take pride in as they go along. They may be fun or they may be available, but they have a depressing effect on the need to succeed.

WE 003 440

Women Marketers Get 9–Point Checklist.
Journal Cit—Marketing News; v11 n21 p1,7 Apr 21 78
Data Base ID—78008533
Descriptors—Individual Characteristics, *Success Factors, *Working Women

It is not enough for the successful woman marketer to have intelligence, diligence, capability, and enthusiasm. She must also be competitive, aggressive, ambitious, and show a style of confidence and ease, Barbara Johnson, editor, speaking on "Strategies and Tactics of Successful Woman Marketers," advised the American Marketing Association conference. She listed nine basic strategies on improving ability to play the business game: 1) Set short- and long-range goals. 2) Learn the art of competition. 3) Learn to express anger. 4) Learn to be comfortable with power, not embarrassed by it. 5) Learn what things are worth fighting for. 6)Learn to take risks. 7)Develop a sense of humor. 8) Develop individual style. 9) Build diverse personal and professional contacts. Johnson added that the list is incomplete. The list is to bring to mind areas of weakness in order to improve. Being involved and committed was strongly emphasized for success.

WE 003 441

Rich, Joan
Supervising the Woman Craftworker.
Journal Cit—Supervision; v40 n5 p4-5 May 78
Data Base ID—78008498
Descriptors—Apprenticeships, Employment Patterns, Skilled Workers, *Working Women
Identifiers—*Craftworkers, *Management Guidelines

Women are now to be found in 200 of the 450 apprenticable trades recognized by the Department of Labor. This figure represents only 3% of the skilled workforce but still can pose problems for the supervisor unprepared to supervise women. Pointers in supervising the new, ambitious, sometimes contentious skilled worker who happens to be a woman are: 1) Remember she is under pressure from home. 2) Remember she is under pressure on the job. 3) Remember she is probably a strong person. 4) Remember she is still a woman. 5) Remember she has special problems. 6) Do not forget the attitude of the men. 7) Do not forget to train for advancement. The trend for women doing traditional masculine jobs is growing, which can present a challenge for supervisors, male or female. Thinking must be radically adjusted. When it comes to the job, men and women are largely interchangeable. Not only is it physical fact, but the law agrees. Prepared supervisors can help in making the transition a smooth one.

WE 003 442

Shalit, Benjamin
Strategies of Change Leading to Equity between Men and Women with Specific Implications for the Military Organization.
Journal Cit—Human Relations; v32 n4 p309-24 Apr 78
Data Base ID—78008381
Descriptors—*Armed Forces, *Change Strategies, *Sex Discrimination

The differences between identity (replication of conditions), equivalence (similarities of values), and equity (perception of equivalence of outcome for effort made), relevant for comparison between the sexes, are explained in this presentation. These differences in perception are related to a schematic analysis of strategies of possible environmental changes within a military organization, with the goal of creating conditions for optimal integration and well being of the sexes within it. A method is offered for evaluating the various strategies, and some implications of the possible strategies are addressed. Perception of equality between the sexes can be described in terms of the perception of equivalence of specific aspects of their environment. Table. Figures. References.

WE 003 443

Merrion, Paul R.
Actuaries Call Ruling Narrow But Ominous.
Journal Cit—Pensions and Investments; v6 n10 p6 May 6 78
Data Base ID—78008265
Descriptors—*Court Litigation, Fringe Benefits, Mathematical Formulas, Sex Discrimination, Working Women
Identifiers—Los Angeles v Manhart, *Pension Fund

The pension industry has shown little reaction to last month's Supreme Court ruling that women cannot be required to contribute more to a pension plan because they tend to live longer than men. The narrow decision affects very few private plans but is significant because it may portend the future direction of the court in cases that test other ways in which pension plans factor in mortality differences based on sex. Another case is pending in U. S. District Court in Detroit testing whether there should be payment of lower benefits to women on the grounds that they live longer as a group. The Supreme Court ruled 6-2 that the Los Angeles Department of Water and Power violated the sex bias provisions of the 1964 Civil Rights Act by requiring women to contribute more to their pension plans than male employees do. They also ruled that a lower court had erred in ordering refunds to the women. Pension actuaries are opposed in general to the court's failure to see that women live longer. Putting pension plans on a unisex basis would increase costs 3%, or about $2 billion annually, based on 1976 figures.

WE 003 444

Grayck, Marcus D.
Compensation and Fringe Benefits–Sex Discrimination: Factoring Women's Longer Life Expectancy into Employer Contributions and Benefits.
Journal Cit—Journal of Corporate Taxation; v5 n1 p86-91 Spr 78

Data Base ID—78008137
Descriptors—Fringe Benefits, *Mathematical Formulas, Sex Discrimination, Working Women
Identifiers—Los Angeles v Manhart, *Pension Fund

Sex discrimination in pensions is a two-pronged problem. As women actuarially live longer than men, the pension dollar goes further for men, and, therefore, either pension benefits or pension contributions must be altered based on sex. Either way, a potential discrimination problem exists. The Supreme Court has agreed to review the leading case arising in this area from Los Angeles and by its action will resolve the matter in one fashion or another. This case involved a corporation requiring women to contribute a 15% greater amount than men, as they live 15% longer. Actuarial justification, aside from Title VII, exists for this higher pension payment. One court decision stated that actuarial assumptions do provide a more accurate prediction of costs and benefits, but they do not provide sound planning for a pension plan if based wholly on sex. Other longevity factors could be used as determinants such as smoking and drinking habits, normality of weight, medical history, and family history.

WE 003 445

Geisel, Jerry
Benefit Front: Bias Ruling Could Force Major Pension Overhaul.
Journal Cit—Business Insurance; v12 n10 p1,33 May 15 78
Data Base ID—78008089
Descriptors—*Fringe Benefits, Sex Discrimination, Working Women
Identifiers—Los Angeles v Manhart, *Pension Fund

Now that the Supreme Court has made it unlawful for pension plans to require women to contribute more than men, pension experts are predicting unequal benefits. The immediate impact of the court decision is extremely limited but may trigger a new round of legal battles that eventually could force most of the nation's pension plans to be overhauled. It is difficult to see how the court could conclude that unequal contributions for the same benefit are wrong without concluding that equal contributions for an unequal benefit are wrong. Some observers feel last month's decision already has made it illegal to pay women lower pension benefits than men. There is certain to be legislation in the future that will tackle the unequal benefits issues head on. Defined pension plans may need patchwork. In a landmark decision, the court ruled that the Los Angeles Department of Water and Power violated the federal Civil Rights Act by requiring female employees to contribute more than male employees into a mandatory pension plan. The Water Department contended that since women live longer than men, they receive more benefits and should contribute more into the fund.

WE 003 446

Higher Female Contributions Are Discriminatory.
Journal Cit—Employee Benefit Plan Review; v32 n12 p14-15 Jun 78
Data Base ID—78011860
Descriptors—*Court Litigation, Fringe Benefits, Mathematical Formulas, Sex Discrimination; Working Women
Identifiers—Los Angeles v Manhart, *Pension Fund

A contributory pension plan calling for higher contributions on the part of female employees violates Title VII of the Civil Rights Act, according to the U. S. Supreme Court in "Los Angeles v. Manhart." The argument for the contribution was that females as a class live longer than men of comparable age. The opinion was not intended to question the practice of considering the composition of an employer's work force in determining the probable cost of a retirement plan. In "Manhart," women employees were actually taking less pay due to higher contributions to a retirement plan. Several plans still exist which are discriminatory. The insurance industry has changed thousands of plans in *order to eliminate sex descrimination. It is obvious* that insurance companies can issue ordinary life policies to males and females at the same rates, but this action would tend to raise premiums from 5% to 20% for females without appreciably affecting rates for males.

WE 003 447

Keene, Kenneth
Is Sex Really Vital? Court Retires and Markes (sic) a Bed of Woes.
Journal Cit—Business Insurance; v12 n13 p33-34 Jun 26 78
Data Base ID—78011797
Descriptors—*Fringe Benefits, Guidelines, Mathematical Formulas, Sex Discrimination, Working Women
Identifiers—Los Angeles v Manhart, *Pension Fund

In the decision in "Los Angeles v. Manhart," the Supreme Court ruled that the use of different mortality tables for men and women as a basis for determining sex-based contribution differentials in pension plans is not allowed. Through this ruling, the court seems to be saying that, under the Civil Rights Act, risk classification is invalid. This interpretation means that the focus must be on fairness to the individual rather than class. The decision will affect mostly the public sector as private pension plans are usually either noncontributory or else require equal percentage contributions by men and women. In designing new plans, employers should consider using a unisex basis in determining individual benefits. The use of unisex factors satisfies legal requirements and is simpler to use. Chart.

WE 003 448

Slater, Courtenay Carson, Joseph G.
Job Data Show Growing, Changing Role for Women in U. S. Economy.
Journal Cit—Commerce America; v3 n13 p20-21 Jun 19 78
Data Base ID—78011400
Descriptors—Career Choice, *Employment Patterns, Professional Personnel, *Trend Analysis, *Working Women

Of the 6 million workers added to the U. S. economy between 1975 and 1977, over half were women. During this period, women workers cut significant inroads into some traditionally male occupations. Women held 43% of professional and technical jobs in 1977, with a sizable proportion in teaching and nursing. Impressive gains were also made in managerial and administrative positions. However, most gains were in the sales and clerical fields where women workers traditionally have been concentrated. In this decade, labor force participation rates for women, aged 16 to 24, have advanced considerably. For women in their middle years, ages 35-54, overall gains have slowed somewhat but have risen sharply in the 35-44 age group for those who sought work as their children reached school age. Participation rates for women 55 and over have declined since 1970, reflecting major improvements in public and private pension plans for those 65 and over. Changing attitudes and equal employment opportunities should enhance further advancement by women workers. Chart. Graphs.

WE 003 449

Heckman, James J.
A Partial Survey of Recent Research on the Labor Supply of Women.
Journal Cit—American Economic Review; v68 n2 p200-07 May 78
Data Base ID—78011153
Descriptors—*Employment Patterns, *Labor Supply, *Predictor Variables, Statistical Analysis, Wages, Working Women

There are two interpretations of the coefficients of regression of labor force participation status on wage rates and unearned income. The first interprets estimated wage and income coefficients as estimates of substitution and income effects. The other stresses the point that labor force participation at a point in time is a discrete decision. An attempt is made to merge these two traditional approaches by use of results of recent research on life cycle labor force participation. The probability that a consumer will be in the labor force can be modeled as a discrete choice problem. Current behavior is affected by future variables such as children and spouse unemployment. The effect of current change in wage rates on current labor supply is understated by estimates of hours of the work equation that omit future wages. Equations. References.

WE 003 450

Smith, James P.
The Improving Economic Status of Black Americans.
Journal Cit—American Economic Review; v68 n2 p171-78 May 78
Data Base ID—78011149
Descriptors—Affirmative Action, *Blacks, *Economic Status, Education, Minority Groups, Salary Differentials, *Wages

Increased congruency in education and the narrowing of between-region racial wage differentials explain the relative improvement of black workers' wages observed during the 1960s and the recent improvement among black males. Affirmative action programs did not significantly contribute to rising relative wages of black males. The primary beneficiary of affirmative action was the black woman. The relative rise in black female wages can be attributed to the elimination of domestic services as their primary occupation, the adoption of full-time jobs, and the increase in participation rates. Black males and females are not relegated to deadend jobs with little career growth potential. Blacks have become more similar to whites in marketable skills than were their black predecessors. Tables. Equation. References.

WE 003 451

Corcoran, Mary
The Structure of Female Wages.
Journal Cit—American Economic Review; v68 n2 p165-70 May 78
Data Base ID—78011148
Descriptors—*Salary Differentials, Wages, *Work Experience, Working Women

The Panel Study of Income Dynamics is used to describe patterns of work history and labor force attachment of women, to specify the determinants of women's wages, and to investigate the wage gaps between various groups of women and white men. The cultural stereotypes have accurately predicted the labor market behavior of women. Women's wages are influenced by work experience, job tenure, and the extent to which past work has been full-time. Much of women's work experience is part-time. Women's wages are not affected by the intermittency of work experience. Delays in starting work after school completion lowered white women's wages slightly. Less than half of the wage gap between white men and white women can be accounted for by differences in work history, work continuity, and formal schooling. Table. References.

WE 003 452

Vickery, Clair Swartz, Katherine Bergmann, Barbara R.
Unemployment Rate Targets and Anti-Inflation Policy as More Women Enter the Workforce.
Journal Cit—American Economic Review; v68 n2 p90-94 May 78
Data Base ID—78011137
Descriptors—*Employment Patterns, Unemployment, Working Women

Identifiers—*Occupational Stereotypes

Women's higher turnover rate in the labor force contributes little to the excess of women's unemployment rates over men's rates in recessionary periods, under the current conditions of occupational segregation by sex. Differences in voluntary turnover between women and men become increasingly important as a source of different unemployment rates between the sexes as the economy approaches full employment. But the effects on a "full-employment" target unemployment rate are slight. The fact that each successive female cohort is displaying an increased attachment to the labor force is increasing female participation. There should result a decline in the labor turnover among women on the average. Occupational segregation is causing women's unemployment rates to rise above those of men. Equations. References.

WE 003 453

Mount, Randall I. Bennett, Richard E.

Problems Associated with the Analysis of Income-Discrimination.

Journal Cit—Akron Business and Economic Review; v9 n2 p41-52 Sum 78

Data Base ID—78011074

Descriptors—*Economic Status, Income, Racial Discrimination, *Salary Differentials, Sex Discrimination, Statistical Analysis

The use of single equation regression methodology has added needed information about the attributes, including discrimination, that affect income levels. The continued interest in income-discrimination necessitates the reexamination of the personal and market attributes that could influence it. Future studies should try harder to incorporate into the analysis the specification problems of any income model used, to explain in more detail why a specific model is chosen, and to try harder to interpret the empirical estimates based on the specified mode. Given a situation in which economic theory is too general to give a specific maintained hypothesis, the estimates can only agree with theory in a very general sense. Given certain income models, several general conclusions emerge: 1) The variables have different amounts of importance for each occupation. 2) Education has a significantly positive effect on income for all occupations. 3) Policies to eliminate income discrimination should concentrate on sex discrimination rather than race discrimination. Equations. Tables.

WE 003 454

Shapiro, Eileen C. Haseltine, Florence P. Rowe, Mary P.

Moving Up: Role Models, Mentors, and the "Patron System."

Journal Cit—Sloan Management Review; v19 n3 p51-58 Spr 78

Data Base ID—78011066

Descriptors—*Experimental Programs, *Management Development, *Promotion (Occupational), Role Models

Increasing effort, time, and money are being invested in projects for women. Many are intended to recruit and advance women in traditionally male professions. Much emphasis has been put on role models and mentors as prerequisites for women's success. It is suggested that: 1) Role models are of limited effectiveness in assessing women's ability to gain positions of leadership, authority, or power. 2) Mentors are at one end of a continuum of advisory/support relationships which facilitate access to such positions for the proteges involved. Careful consideration of this continuum will lead to better-focused and more effective efforts directed at bringing women into positions of leadership and authority.

WE 003 455

Carrell, Michael R. Dittrich, John E.

Equity Theory: The Recent Literature, Methodological Considerations, and New Directions.

Journal Cit—Academy of Management Review; v3 n2 p202-10 Apr 78

Data Base ID—78010705

Descriptors—*Organizational Theories, *Salary Differentials

Identifiers—*Equity (Social)

The concepts of equity, fairness, and justice are considered to be cornerstones of a healthy society in Western culture. Organizational theorists have advanced models of individuals' determinations of equitable payment for work. Today's current demands by minorities and women's groups stress equitable treatment by formal organizations. This study reviews the primary areas in which the concept of equitable treatment has centered. It notes the findings and discusses significant issues, both theoretical and methodological. The relationship of the equity concept and behavioral models is discussed, and the frameworks for future research are addressed. The perceived fairness approach permits common and easily understood equity judgments to be made, identified by dimension and measured for relationships to a wide range of criterion variables and conceptual frameworks. References.

WE 003 456

Rankin, Deborah

Women Accountants Are Scarcely Adding Up.

Journal Cit—Business and Society Review; n25 p59-62 Spr 78

Note—Also cited in PAIS, 780148524

Data Base ID—78010489

Descriptors—*Accountants, *Professional Personnel, Salary Differentials, Working Women

In the area of accounting, affirmative action programs are starting to help somewhat as women break down the old discrimination barriers. But the greatest strides are occurring in the lower echelons. However, the largest national accounting firms still do not have more than 10 female partners. The accounting firms offer various reasons for the relative scarcity of women at top positions. Things are changing dramatically as all the large firms report they are hiring a much larger percentage of women from college campuses than they did five years ago. One reason more women are entering accounting is that the field has gained popularity among them. After they have graduated and managed to land a job with an accounting firm, women generally get equal pay for equal work. Chart.

WE 003 457

Jaffe, A. J. Froomkin, Joseph

Occupational Opportunities for College-Educated Workers, 1950–75.

Journal Cit—Monthly Labor Review; v101 n6 p15-20 Jun 78

Data Base ID—78010374

Descriptors—Career Ladders, *Employment Opportunities, Higher Education, *Trend Analysis

Both college graduates and persons with less than four years of college are obtaining lower paying entry jobs than in the past and are experiencing difficulty moving up the job ladder. The entry job is usually not the final job in a 40- to 50-year working career, but it is possible that the vast numbers of college graduates holding lower or intermediate paying jobs may block the promotional opportunities of older persons with less impressive educational credentials. Presently, there is likely to be a continued slowdown in the rate of creation of higher paying jobs, while the number of new entrants who have at least some college will continue rising at the 1970-75 rate. Male college graduates are likely to continue taking a larger share of higher paying jobs, although a smaller proportion of men will be placed in these desirable positions. The continuing decline in teaching opportunities will particularly affect college-educated women. Men with part college will increasingly take blue-collar jobs. Tables. Appendix.

WE 003 458

Leon, Carol

Young Adults: A Transitional Group with Changing Labor Force Patterns.

Journal Cit—Monthly Labor Review; v101 n5 p3-9 May 78

Data Base ID—78010347

Descriptors—Education, *Employment Patterns, *Occupational Choice, Sex Differences, Unemployment, Young Adults

Three out of four young adults were working or seeking work in 1977. Marital status remains the major determinant of labor force participation for the group. Overall labor force participation among young blacks is somewhat below whites for this age. Most young adults work full-time. Only one of five employed worked part-time, the same ratio as for all workers. Employed young women average 35 hours per week; employed young men average 40 hours per week. The contrasts between the occupations of young men and young women are notable. A large majority of young adults work at some time during the year and thus have some earnings. Students do not necessarily major in disciplines which relate directly to the jobs they ultimately obtain. The unemployment rate for young adults is high. Young men and women equally likely to be unemployed. Tables.

WE 003 459

Kryger, Barbara K. Shikiar, Richard

Sexual Discrimination in the Use of Letters of Recommendation: A Case of Reverse Discrimination.

Journal Cit—Journal of Applied Psychology; v63 n3 p309-14 Jun 78

Note—Also cited in Current Index to Journals in Education, EJ 181 521

Data Base ID—78010200

Descriptors—*Job Applicants, *Personnel Selection, *Sex Discrimination

Identifiers—*Letters of Recommendation

In this study, possible sex discrimination was examined in the use of letters of recommendation. Eight different letters of recommendation were written for applicants applying for a management position. A mailed questionnaire along with one version of the letter was sent to personnel managers, and an analysis of variance was computed on the usable responses. Female applicants were preferred over males in terms of proceeding with an interview, thus demonstrating a case of reverse discrimination. Also, managers judged female applicants to have more initiative and responsibility and greater ability to learn quickly than males. The sex of the writer had no significant main effect on the dependent variables, but it did enter into several interesting interactions. Tables. References.

WE 003 460

Adams, Edward F.

A Multivariate Study of Subordinate Perceptions of and Attitudes toward Minority and Majority Managers.

Journal Cit—Journal of Applied Psychology; v63 n3 p277-88 Jun 78

Note—Also cited in Current Index to Journals in Education, EJ 181 520

Data Base ID—78010196

Descriptors—*Administrator Characteristics, *Administrator Evaluation, *Employee Attitudes, Racial Differences, Sex Differences

Black male, white female, and white male managers were compared using reports of satisfaction, perceptions of leadership, communication influence, and job problems measures, obtained from subordinate supervisors in a retail organization. Supervisors were grouped by ethnicity and sex to ascertain subgroup effects regarding dependent measures. Systematic subordinate effects for sex were found on all sets of dependent measures using multivariate analyses of variance; subordinate ethnicity effects were minimal. Comparing black males and white females with white male managers, no effects on satisfaction or job problems were found related to managers. Black male and white female managers were perceived as exhibiting more consideration behavior than white males. Several explanations are offered for higher consideration of minority managers. Tables. References.

WE 003 461

Tips for Upwardly Mobile Women in Management.

Journal Cit—Manage; v30 n3 p10-11 May-Jun 78

Data Base ID—78010148

Descriptors—*Administrative Personnel, *Career Planning, Guidelines, *Promotion (Occupational), Working Women

The five job categories where there has been the greatest increase in female management hiring over the past year are personnel, sales, accounting, data processing, and engineering, in that order. A major finding of a recent survey was that more female executive and technical employees are being hired in every area of the country. However, many women are seeking employment in fields which are badly overcrowded. Women executives and technical employees do not have a totally realistic picture of the effect equal opportunity legislation has had on employers' practices, according to the survey. Women have been advised to prove their value to their employers and to be realistic as to the qualifications they bring to the interview, job, and promotions. While all minorities are being accepted on a preferential treatment basis, they are not being promoted on the same basis. For career advancement, careful planning is required; being optimistic yet realistic about employment opportunities can be critical.

WE 003 462

Weaver, Charles N.

Sex Differences in the Determinants of Job Satisfaction.

Journal Cit—Academy of Management Journal; v21 n2 p265-74 Jun 78

Data Base ID—78010101

Descriptors—*Job Satisfaction, Sex Differences

It is believed that sex is not a crucial factor leading to differences in job satisfaction, but that other influences which covary with sex have supressor effects or produce spuriousness in the sex-job satisfaction relationship. In this study, three replicate regressions of three independently drawn U. S. national samples reveal few significant sex differences among white workers for 13 reported determinants of job satisfaction when the effects of a number of other variables are held constant. Despite the fact of women's typically lower job prestige and wages, the absence of significant sex in numerous national surveys is explained as the intervening influence of a discrepancy for employed women between the objective conditions and their subjective evaluations of work. Tables. References.

WE 003 463

Hoult, P. P. Smith, M. C.

Age and Sex Differences in the Number and Variety of Vocational Choices, Preferences and Aspirations.

Journal Cit—Journal of Occupational Psychology; v51 n2 p119-25 Jun 78

Data Base ID—78013554

Descriptors—Adolescents, Age Differences, *Career Choice, *Occupational Aspiration, Sex Differences, Vocational Counseling, *Vocational Development

Identifiers—New Zealand

Vocational choices, preferences, and aspirations were sought from 646 children between the ages of 11 and 17 in a study done in New Zealand. It was found that the children were able to distinguish between these categories. The pattern of the total number of occupations chosen in all three categories showed that, rather than the number being reduced as the children got older, there was an inverted U pattern with a gradual rise to age 13 and slight decrease to 16. The results also showed that males tend to list a greater range of choices, a slightly greater range of preferences, and an almost similar range of aspirations to females. The implications of these results indicate the largest number of vocational choice possibilities is expressed at age 13. Since school leaving age in New Zealand is 15, it might be appropriate for the time of vocational counselors to be spent mostly with 13-year-olds to help the reduction process. This might be more economical than counseling just before children leave school when the reduction process has already largely taken place. Charts. Graphs. Appendix. References.

WE 003 464

Frank, Robert H.

Why Women Earn Less: The Theory and Estimation of Differential Overqualification.

Journal Cit—American Economic Review; v68 n3 p360-73 Jun 78

Data Base ID—78013204

Descriptors—*Decision Making, Economic Factors, Equal Opportunities (Jobs), Family Influence, Labor Force, *Occupational Mobility, *Qualifications, Salaries, *Salary Differentials, Working Women

Identifiers—Married Women

Most adult participants in the labor force are married, and husbands as a group work more hours and possess larger stocks of human capital than wives. If a family's objective is to choose the pair of jobs in a single location that maximizes joint family income, husbands will, on the average, make smaller compromises than wives. Females will be observed to earn less than do males with identical qualifications. A new model of the placement process is presented for the purpose of quantifying the family decision mechanism. Procedures can be used to estimate the fraction of the wage gap that results from the family decision mechanism. The average overqualification differential between spouses in the labor market is the average fraction by which wives' earnings are reduced as a result of having followed the husbands to a particular geographic location. Tables. Equations. References. Graph.

WE 003 465

Coumbe, John W.

Management and Marriage-Push and Shove.

Journal Cit—Advanced Management Journal; v43 n3 p32-39 Sum 78

Data Base ID—78013136

Descriptors—*Career Opportunities, *Interpersonal Relationship, *Relocation, Working Women

Identifiers—*Married Women

One of the major challenges today for a married couple is the development and maintenance of a satisfying human relationship while one or both spouses pursue a rewarding and meaningful career. Too often, marriages deteriorate, and the husband becomes increasing involved in his career. This career advancement may also mean frequent relocations which continously uproot the wife and children from their ties to the community. Problems are further compounded when the woman also works and her career demands that she relocate, too. The solution to this problem is for the couple to realize there is a problem and handle the conflicts when they occur, not letting them go until there is a crisis situation. In addition, corporations should not expect employees to pick up their families and move without any thought at all. Chart.

WE 003 466

Koenig, Esther J.

An Overview of Attitudes toward Women in Law Enforcement.

Journal Cit—Public Administration Review; v38 n3 p267-75 May-Jun 78

Data Base ID—78012921

Descriptors—*Changing Attitudes, *Community Attitudes, Employer Attitudes, Law Enforcement, *Police, Working Women

Identifiers—*Occupational Stereotypes, *Sex Bias

A study of attitudes toward policewomen shows that while the public is generally coming to accept them, male police are the most resistant to the role of women in police work. While civil rights laws and the women's lib movement have helped expand the role of policewomen, the primary duties of women in police work are still clerical tasks and matron duties. Most women want to be police in order to help people. While commanders rated policewomen equal to male police in most skills, men were seen to be better in patrol skills. Males handled violent situations better, while policewomen tended to have a calming effect on explosive situations. Most studies have concluded that policewomen can be just as effective as policemen with proper training. Public opinion studies on attitudes toward policewomen demonstrate, however, that the sex of respondents greatly influences their responses.

WE 003 467

Wallace, Edwin C., Jr.

Selecting Women for Special Training.

Journal Cit—Banking; v70 n7 p12 Jul 78

Data Base ID—78012733

Descriptors—Administrative Personnel, *Affirmative Action, *Banking, *Management Education, Working Women

Many banks are setting up special training programs to train female officers as part of their affirmative action programs. At Virginia National Bankshares, a series of one-month rotating assignments in commercial loan training were set up in branch management, credit review/credit department, commercial loan calling, major branch lending, commercial lending, mortgage lending, and national and international accounts. Selection of participants was handled by a committee of four senior lending officers who interviewed applicants. A rating form was developed to assess learning ability, personal resourcefulness, analytic ability, judgment, sales ability, decisiveness, and logical thinking. The highest scorers were then interviewed and rated again by each committee member. Chart.

WE 003 468

Schein, Virginia E.

Sex Role Stereotyping, Ability and Performance: Prior Research and New Directions.

Journal Cit—Personnel Psychology; v31 n2 p259-68 Sum 78

Note—Also cited in Management Contents, 146437

Data Base ID—78012636

Descriptors—*Administrative Personnel, *Personnel Evaluation, Personnel Selection, Working Women

Identifiers—Sex Bias, *Sex Role Stereotypes

Although much research points up the negative impact of sex role stereotypical thinking on selection decisions, limited attention has been paid to the impact of such thinking on the perceived and actual performance of women in management. Among the suggested new avenues of research are the ways in which sex role stereotypical thinking has impact on organizational factors such as through differential placement, tokenism, and supervisory bias so as to impair on-the-job performance. It is argued that the relationship between power and political behavior and effective managerial performance is in need of examination, with particular emphasis placed on the way in which sex role stereotyping may limit a woman manager's opportunity to acquire or utilize work-related power acquisition behaviors. References.

WE 003 469

The Hardships That Blue-Collar Women Face.
Journal Cit—Business Week; n2547 p86-90 Aug 14 78
Data Base ID—78012540
Descriptors—*Blue Collar Occupations, *Employment Problems, *Labor Conditions, Working Women

More and more women are taking blue collar jobs with money being the chief attraction. The Labor Department has issued two regulations that make it easier for women to get jobs. One regulation sets goals and timetables for female participation in federally funded construction projects where contracts exceed $10,000. The second regulation calls for registered apprenticeships and training programs to try to enroll women in numbers equal to half the proportion of women in the work force of each labor market by next year. Women face many obstacles in blue collar jobs. Little knowledge of how to use their bodies in lifting or carrying, almost total unfamiliarity with tools, harassment by male coworkers, and ignorance of how to protect themselves from on-site dangers are only a few obstacles they face. As to the question of pregnancy, an increasing number of companies are handing the pregnant woman and her doctor the responsibility for deciding how long she will continue to work.

WE 003 470

Rose, Gerald L.
Sex Effects on Effort Attributions in Managerial Performance Evaluation.
Journal Cit—Organizational Behavior and Human Performance; v21 n3 p367-78 Jun 78
Data Base ID—78012300
Descriptors—*Employer Attitudes, Evaluation, Performance Factors, Working Women
Identifiers—*Sex Bias

A study was conducted using both male and female subjects to examine the question of whether or not the sex composition of a manager's subordinates would interact with the manager's sex to affect effort attributions. Effort was selected as the dependent attribution. One reason it was selected was that in many managerial contexts, candidates for promotion may be more homogeneous with regard to past performance, experience, and ability than with regard to effort or motivation. Another reason is that relatively little is really known about sex effect on effort attributions. The results revealed that, despite the comparable performance evidence, both male and female subjects attributed greater effort to managers whose subordinates were predominately of the opposite sex than to managers whose subordinates were predominately of the same sex. This outcome demonstrates that sex effects on attribution depend not only on the evaluatee's sex, but on interaction with the sexual context of the job. Tables. References.

WE 003 471

Heilman, Madeline E. Guzzo, Richard A.
The Perceived Cause of Work Success as a Mediator of Sex Discrimination in Organizations.
Journal Cit—Organizational Behavior and Human Performance; v21 n3 p346-57 Jun 78
Data Base ID—78012298
Descriptors—*Civil Rights, *Personnel Evaluation, *Rewards, Working Women
Identifiers—*Sex Bias, *Sex Role Stereotypes

There is a lot of evidence that rewards in work organizations often are distributed in a manner that discriminates against women. A study was designed to investigate the role that attributional processes play as mediators of sex discrimination in the allocation of organizational rewards. The subjects were given a causal explanation for the work success of a male or female employee and asked to make decisions regarding the appropriateness of various personnel actions and to indicate their preferences among them. The results indicated that the causal explanations typically used to account for a woman's work success (luck, effort, and task difficulty) as contrasted with that typically used to account for a man's work success (ability) produced tendencies to award fewer and less desirable organizational rewards. The data suggest that the differential explanations that arise from sex differences, not the sex differences themselves, result in unequal treatment of equally successful men and women. References. Tables.

WE 003 472

Simeral, Margaret H.
The Impact of the Public Employment Program on Sex-Related Wage Differentials.
Journal Cit—Industrial and Labor Relations Review; v31 n4 p509-19 Jul 78
Data Base ID—78012271
Descriptors—Equal Opportunities (Jobs), *Public Service Occupations, Salaries, *Salary Differentials, Sex Discrimination, Working Women
Identifiers—*Status of Women

The potential of women improving their employment status through public service is examined through the Public Employment Program (PEP) and reveals that wage differentials by sex were smaller within the program than before and after the program. In PEP, the wage determination process standardized wages for individual characteristics more than in unsubsidized employment, but the evaluation of job requirements that determine occupational distribution still favored males. A close analysis revealed that PEP jobs were more sex-typed than pre-PEP jobs, although the wage differential by sex was smaller. The fact that sex status in employment gains within PEP cannot readily be transferred to the open job market casts serious doubt on the ability of a temporary public service employment program to improve the status of women. Tables. Equation. Appendix.

WE 003 473

Polachek, Solomon William
Sex Differences in College Major.
Journal Cit—Industrial and Labor Relations Review; v31 n4 p498-508 Jul 78
Data Base ID—78012270
Descriptors—*College Majors, Higher Education, *Occupational Choice, *Sex Differences

Using newly available nationwide statistical data, analysis is made of sex differences in selection of college majors in 1955 and 1973. Results extracted from the model utilized indicate that individuals made major decisions on the basis of ability and lifetime labor force commitments regardless of sex but that strong sex differences remained after these adjustments were made. Although smaller in the later statistics, the implied link between sex differences in the labor market and the human capital market is important for policy making and research. The existence of sex differences in both the human capital market and the labor market does not explain whether one causes the other; it does imply that concentration on one market to the neglect of the other may lead to a bias in society. College major selection may aid in sex bias in hiring charges against employers. Tables. Equations.

WE 003 474

Bolton, Elizabeth B.
Have It Your Way.
Journal Cit—Vital Speeches; v44 n18 p571-73 Jul 1 78
Data Base ID—78012193
Descriptors—*Career Planning, *Job Search Methods, Role Models, Self Concept, Working Women
Identifiers—*Sex Role Stereotypes

There are several things that women should do concerning their careers. One is to make some sort of assessment of their competencies, talents, and shortcomings before looking for a job. Self-awareness is important when applying for a job. Being prepared for rejection and not being discouraged is a second step. A major obstacle for women out of college is their lack of experience. If this objection is experienced often, experts say it may be wise to take a job requiring lesser skills just to gain the experience of working in the field. When confronted with sex role stereotypes, the only thing women can do is know that these stereotypes exist and be prepared to refute them with conduct opposite from that expected. In addition, it is important that women consider becoming mentors and role models for younger women coming up the ranks.

WE 003 475

Ginzberg, Eli
EEO's Next Frontier: Assignments, Training and Promotion.
Journal Cit—Employee Relations Law Journal; v4 n1 p24-33 Sum 78
Data Base ID—78012039
Descriptors—Affirmative Action, *Employer Attitudes, Employer Employee Relationship, *On the Job Training, Personnel Evaluation, Personnel Management, *Promotion (Occupational)

With the number of previously underrepresented minority groups now represented in employment and qualified for training and advancement, employers must now consider all new hires as potential promotables. Management is feeling much internal and external pressure to show good faith and affirmative action by promoting from within these ranks. Although women represent between one-third and two-thirds of all employees, they account for only 1-2% of senior management. Advancement of these minorities is flawed by the evaluation process and the implicit competition between the evaluator and those being evaluated. Management must make a serious effort to systematize, document, and audit its evaluation procedures. No one should be promoted who is not fully qualified to do the job, and training must precede this promotion to assure success.

WE 003 476

Perspectives on EEO-Compensation.
Journal Cit—EEO Today; v5 n2 p93-96 Sum 78
Data Base ID—78014807
Descriptors—*Salary Differentials, Sex Discrimination, Working Women
Identifiers—*Comparable Worth

A new concept on the horizon of Equal Employment Opportunity (EEO) is comparable worth. It involves more than equal pay for equal work. Comparable worth is to rank fairly and objectively jobs that are unlike and unrelated. Jobs of comparable worth must receive equal pay. This mandate is part of an effort to eradicate systemic discrimination in the workplace. It encourages government intervention in the employer/union process of determining job worth, analyzing whether the job classifications and evaluations cause discrimination against members of unprotected groups. National statistics suggest that pay discrimination based on sex has occurred. Enforcement responsibility will be removed from the Department of Labor and put under the EEO Commission, which is already pressing reviews. A two-year study has been set up to establish a central source of expertise on this issue. Compensation specialists should take warning and begin compliance action now.

WE 003 477

Rawls, Rebecca L. Fox, Jeffrey L.
Women in Academic Chemistry Find Rise to Full Status Difficult.
Journal Cit—Chemical & Engineering News; v56 n37 p26-32,36 Sep 11 78
Data Base ID—78014633
Descriptors—*Academic Rank (Professional), *Chemistry Teachers, Promotion (Occupational), *Scientists, Women Professors, Working Women

Women in academic chemistry are finding the rise to full status a difficult one. They are still finding themselves being blocked by the "old boys" network, condescending male attitudes, and weak self-confidence. Nevertheless, some action is being taken, and the struggle to achieve equality is beginning to realize results. An in-depth view is presented of the present situation. Women have taken some cases to court charging that they have been blacklisted and discriminated against, and they have been winning such cases. Women are finding jobs at academic institutions but not yet nearly in proportion to the Ph.Ds they receive. Among their many complaints, the women feel that the so-called "informal" support networks are not working in their behalf. Many comments of concerned women are presented. Nearly everyone agrees the outlook for women desiring careers in academic chemistry is getting better, but not to the degree it should in comparison to women in other economic sectors. Charts. Table. Graph.

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SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	
	Pettigrew, N. J. Stepp, J.M.	Author(s)
Title	**Employment Characteristics and Labor Force Participation of Female Graduates of Clemson University.**	
Author's Institutional Affiliation	Affil—Massachusetts Inst. of Tech., Cambridge.	
Organization where document originated	South Carolina Agricultural Experiment Station, Clemson.	
	Report No.—100 SO8 (1)	National Agricultural Library Call Number
Publication Date	Pub Date—77	
	Journal Cit—Journal of Home Economics; v69 n5 p14-17 November 1977	Journal Citation
Descriptive Note	Note—158p. Includes bibliography and index;	Pagination
Ordering Information	Available from—Lexington Books, 125 Spring Street, Lexington, Massachusetts 02173	
	Data Base ID—78-9911959	Accession Number of source data base
Descriptors (Only terms preceded by an asterisk are printed in the subject index.)	Descriptors—Career Choice, Career Opportunities, College Curriculum, College Graduates, Employment Opportunities, *Employment Patterns, Occupational Surveys, *Working Women	
Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)	Identifiers—Nontraditional Career Choice	
	This is an in-depth study of the employment characteristics of female graduates of Clemson University from 1963 to 1974, including career orientations, employment patterns, and personal characteristics. The earnings and employment characteristics of female graduates who majored in traditional female curricula are compared with those of female graduates who majored in male-oriented curricula. The study offers some understanding of the career orientation of these females and of their commitment to the labor market. It also allows an assessment of the difficulties these graduates encountered in finding employment and offers some insight into the career opportunities for future female graduates.	Abstract

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AGRICOLA

WE 003 478

Pollard, Lucille Addison
Women on College and University Faculties: A Historical Survey and a Study of Their Present Academic Status.
Pub Date—77
Note—336p.
Available from—Arno Press, 3 Park Ave., New York, N.Y. 10016
Data Base ID—78-9701050
Descriptors—*College Faculty, Educational History, Professional Personnel, Women Professors, *Working Women
Identifiers—*Occupational Status

WE 003 479

Stead, Bette Ann, Comp.
Women in Management.
Pub Date—78
Note—362p.; Includes a 23-page bibliography
Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632
Data Base ID—78-9701038
Descriptors—*Administrative Personnel, *Equal Opportunities (Jobs), Sex Discrimination, Working Women

WE 003 480

Howe, Louise Kapp
Pink Collar Workers: Inside the World of Women's Work.
Pub Date—77
Note—301p.; Includes a seven-page bibliography
Available from—G. P. Putnam's and Sons, 200 Madison Ave., New York, N.Y. 10016
Data Base ID—78-9697934
Descriptors—*Working Women
Identifiers—*Occupational Stereotypes

WE 003 481

Scarlett, R.
Women in Transition–a Case Study of Yakima County, Washington.
Journal Cit—Farm Foundation; p112-14 77
Data Base ID—78-9913717
Descriptors—*Working Women
Identifiers—Washington (Yakima County)

WE 003 482

McPherson, G.
The Professional Farm Wife–Who Is She?
Pub Date—77
Note—3p.; Proceedings of the Annual Convention of the National Peach Council (36th, 1977), p49-51
Data Base ID—78-9062857
Descriptors—*Farmers
Identifiers—*Rural Women

WE 003 483

Wiser, Vivian Doris, Ed.
Women in Agriculture.
Report No.—Z733.N3A72 v.2,no.2
Pub Date—77
Note—26p.; Includes bibliographies
Available from—The Associates of the National Agricultural Library, Beltsville, Md. 20705
Data Base ID—78-9704257
Descriptors—*Agricultural Personnel, Agricultural Skills, Working Women

WE 003 484

The Spirit of Houston: The First National Women's Conference: An Official Report to the President, the Congress, and the People of the United States.
National Commission on the Observance of International Women's Year, Washington, D.C.
Report No.—HQ1403.S7
Pub Date—78
Note—308p.; Includes index
Available from—National Commission on the Observance of International Women's Year, 200 Constitution Ave., N.W., Washington, D. C. 20210
Data Base ID—78-9703908
Descriptors—*Feminism, Sex Discrimination, Social Values
Identifiers—*National Womens Conference, Political Participation, Status of Women, Womens Liberation Movement

WE 003 485

Garkovich, Lorraine
The Changing Economic Status of Women in Kentucky: 1950–1975.
Report No.—275.29 K4152 No.57
Pub Date—77
Note—22p.; Bibliography; Kentucky Agricultural Experiment Station RS n57
Available from—Agricultural Experiment Station, University of Kentucky, Lexington, Ky.
Data Base ID—78-9703755
Descriptors—Economic Change, *Economic Status
Identifiers—*Kentucky

WE 003 486

Fader, Shirley Sloan
From Kitchen to Career: How Any Woman Can Skip Low–Level Jobs and Start in the Middle or at the Top.
Report No.—HD6055.F29
Pub Date—77
Note—258p.; Includes bibliographical references
Available from—Stein and Day, Scarborough House, Briarcliff Manor, N. Y. 10510
Data Base ID—78-9701774
Descriptors—*Employment Opportunities, *Job Search Methods, Occupational Guidance, *Working Women
Identifiers—Married Women

WE 003 487

Dreifus, Claudia, Ed.
Seizing Our Bodies: The Politics of Women's Health.
Report No.—RG14.U6S53
Pub Date—77
Note—321p.; Bibliography
Available from—Random House, Inc., Vintage Books, 201 E. 50th St., New York, N. Y. 10022
Data Base ID—78-9700605
Descriptors—*Political Influences
Identifiers—*Womens Health Movement

WE 003 488

Editorial Research Reports on the Women's Movement; Achievements and Effects–Timely Reports To Keep Journalists, Scholars, and the Public Abreast of Developing Issues, Events and Trends.
Congressional Quarterly, Washington, D. C.
Report No.—HQ1426.E36
Pub Date—77
Note—168p.; Bibliography
Available from—Congressional Quarterly, Inc., 1414 22nd St., N.W., Washington, D.C. 20037
Data Base ID—78-9700528
Descriptors—*Research Reviews (Publications)
Identifiers—*Womens Liberation Movement

WE 003 489

Swartz, Rebecca Shaw   Vaden, Allene G.
Behavioral Science Research in Hospital Foodservice; I. Work Values of Foodservice Employees in Urban and Rural Hospitals.
Report No.—389.8AM34
Journal Cit—Journal of American Dietetic Association; v73 n2 p120-26 Aug 78
Data Base ID—78-9483983
Descriptors—*Food Service Workers, *Hospital Personnel, *Work Attitudes, Working Women

Methods and findings are reported from a study of work values of nonsupervisory women hospital foodservice employees. Factor analysis resulted in the development of nine scales related to work orientations and objectives sought in work. Overall value of work and knowing the right people are two examples of the factors which were considered. Differences in occupational values among groups classified by size of childhood community, location of hospital, and age of respondent are examined. Tables show statistics.

WE 003 490

Martin, Patricia J.   Vaden, Allene G.
Behavioral Science Research in Hospital Foodservice; II. Job Satisfaction and Work Values of Foodservice Employees in Large Hospitals.
Report No.—389.8AM34
Journal Cit—Journal of American Dietetic Association; v73 n2 p127-31 Aug 78
Data Base ID—78-9483984
Descriptors—Demography, *Food Service Workers, *Hospital Personnel, *Job Satisfaction, Work Attitudes; Working Women

Methods and findings are reported from a study of job satisfaction and work values of nonsupervisory women hospital foodservice employees. Influences of demographic factors on job satisfaction and work attitudes of the employees in large, urban hospitals are compared with those of employees in smaller institutions. Job Description Index component scores for pay, promotion, supervision, coworkers, and work are compared with marital status, age, childhood community, education, employment, and prior job. Tables show statistics.

WE 003 491

Riggs, Sylvia
Women Change the Face of Foodservice Management.
Report No.—TX1.I55
Data Base ID—78-9483806
Descriptors—Administrative Personnel, Administrator Characteristics, *Hotels, Working Women
Identifiers—Nontraditional Career Choice, *Restaurants

More women are showing up in foodservice and lodging management, and the trend can only grow. In many leading companies, demand for women executives has outstripped supply. Demanding hours, extensive traveling, and willingness to relocate are all key factors for ambitious managers in hotel and restaurant chains. Such sacrifices continue to seem harder for women than men, both to women themselves and to supervisors who decide whether to promote them. Achievements of specific individuals and efforts of companies are cited.

WE 003 492

Flora, C. B. Johnson, S.
Discarding the Distaff: New Roles for Rural Women.
Report No.—HN59.R87
Pub Date—78
Note—14p.; In "Rural U.S.A. Persistence and Change," Ford, T. R., Ed., p168-81
Data Base ID—78-9162423
Descriptors—*Role Perception
Identifiers—*Rural Women

WE 003 493

McBeath, L. W.
Eloise Gerry, A Woman of Forest Science, United States.
Report No.—99.8 F7698
Journal Cit—Journal of Forest History; v22 n3 p128-35 Jul 78
Data Base ID—78-9145191
Descriptors—*Forestry Occupations, *Working Women
Identifiers—*Nontraditional Career Choice

WE 003 494

Richardson, A. S. Molnar, J. J.
Anomia, Role Strain, and the Female Family Head.
Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology.South Carolina Agricultural Experiment Station, Clemson.
Report No.—4 AS73PA
Pub Date—78
Note—13p.; Proceedings of the Rural Sociology Section, Southern Association of Agricultural Scientists, p401-12
Data Base ID—78-9140468
Descriptors—*Heads of Households, *Role Conflict

WE 003 495

Tybring, J.
New Models for Middle Age–Personal Growth for Women.
Report No.—544.3.W6W53
Pub Date—Jun 78
Note—8p.
Available from—Cooperative Extension Programs, University of Wisconsin, Madison, Wis. 53706
Data Base ID—78-9134635
Descriptors—*Middle Aged, *Personal Growth

WE 003 496

King, Judith D.
Women's Studies Sourcebook; A Comprehensive, Classified Bibliography of Books.
Report No.—Z7961.R55 1976
Pub Date—76
Note—68p.; On t.p.; Grand Valley Colleges Library. First published in 1974 under title "Woman." Includes index. Also cited in Resources in Education, ED 156 616
Available from—Grand Valley Colleges Library, Allendale, Mich. 49401
Data Base ID—78-9701207
Descriptors—*Bibliographies, Resource Materials, *Womens Studies

America: History and Life

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Descriptive Note

Descriptors (Only terms preceded by an asterisk are printed in the subject index.)

Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)

WE 000 000
Meldrum, Barbara
Images of Women in Western American Literature.
Journal Cit—Midwest Quarterly; v17 n3 p252-67 76
Note—74p.; Also cited in Resources in Education, ED 145 322
Data Base ID—14A-08765
Descriptors—*American Literature, *Sex Role, United States History
Identifiers—*United States (West)

More attention should be given to the important role played by women in western literature. Three possible approaches to the subject are a thematic approach, such as the portrayal of women as the civilizing force in an uncivilized environment, the archetypal approach, providing tension through the conflict of masculine versus feminine ideals, and the historical role approach, the most typical of which is the pioneer woman. One stereotype which seems to be missing from this literature is the image of the submissive wife. These appraoches are discussed in the context of various literary works by such authors as Owen Wister, Bret Harte, Mari Sandoz, Willa Cather, and others.

Author(s)

Accession Number of Source Data Base

Abstract

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America: History and Life

WE 003 497

Meldrum, Barbara

Images of Women in Western American Literature.

Journal Cit—Midwest Quarterly; v17 n3 p252-67 76

Data Base ID—14A-08765

Descriptors—*American Literature, *Sex Role, United States History

Identifiers—*United States (West)

More attention should be given to the important role played by women in western literature. Three possible approaches to the subject are a thematic approach, such as the portrayal of women as the civilizing force in an uncivilized environment, the archetypal approach, providing tension through the conflict of masculine versus feminine ideals, and the historical role approach, the most typical of which is the pioneer woman. One stereotype which seems to be missing from this literature is the image of the submissive wife. These approaches are discussed in the context of various literary works by such authors as Owen Wister, Bret Harte, Mari Sandoz, Willa Cather, and others.

WE 003 498

Hargreaves, Mary W. M.

Women in the Agricultural Settlement of the Northern Plains.

Journal Cit—Agricultural History; v50 n1 p179-89 76

Data Base ID—14A-08759

Descriptors—*Farmers, United States History

Identifiers—*United States (West)

The few women on the plains in the early days enjoyed a relatively high status. Their hardships included loneliness, fear, illness, and rude surroundings. Modern conveniences came later to the plains than elsewhere, but women who did not mind hardship could adapt to western life. 39 notes.

WE 003 499

Friend, Neita Oviatt

Ellen Clara Sabin and My Years at Downer.

Journal Cit—Wisconsin Magazine of History; v59 n3 p178-91 76

Data Base ID—14A-08741

Descriptors—Educational History, *Womens Education

Identifiers—*Girls Schools, Milwaukee Downer Seminary and College WI, Sabin (Ellen Clara), *Womens Colleges

The author reminisces about her years as a student at Milwaukee-Downer Seminary and College during 1905-09. Although the article focuses primarily on Ellen Sabin, first president of Downer (1899-1921), the author relates several episodes about seminary life that illuminate what formal education at the turn of the century was like for women in Wisconsin. She writes less about academic affairs, except for a discussion of home economics, than about social events and school traditions, including a "hat hunt" and Tennyson Pageant. 8 illustrations.

WE 003 500

Mills, Gary B.

Coincoin: An Eighteenth-Century "Liberated" Woman.

Journal Cit—Journal of Southern History; v42 n2 p205-22 76

Data Base ID—14A-08517

Descriptors—*Biographies, *Slavery, United States History

Identifiers—*Black Women, Coincoin, Louisiana (Metoyer)

This article documents the Louisiana legend of the exceptional black woman Coincoin. Freed when she was 46 years old and given about 80 acres of unimproved land, she managed to increase her estate to about 1000 acres, owned 16 slaves, and had purchased freedom for all of her children and grandchildren before dying at 75. Within a generation after her death, the family estate in Metoyer, Louisiana, had increased to some 15,000 acres with over 400 slaves. This was an exceptionally impressive record for a black woman and her descendants in the antebellum South. Based on primary and secondary sources. 62 notes.

WE 003 501

Kleinberg, Susan J.

Technology and Women's Work: The Lives of Working Class Women in Pittsburgh, 1870-1900.

Journal Cit—Labor History; v17 n1 p58-72 76

Data Base ID—14A-08236

Descriptors—*Equal Opportunities (Jobs), Social Class, *Social History, United States History, *Urban Culture

Identifiers—Pennsylvania (Pittsburgh)

Pittsburgh's economic structure relied primarily on male labor which prevented working-class women from an industrial role, thus reinforcing the traditional segregation of men and women. Working-class women continued time-consuming housework without technological advantages well into the twentieth century because of the political priorities of the city. For example, the decision to lay only small water pipes in working-class neighborhoods meant that only the middle and upper classes and heavy industry got enough water and sewage facilities. Working-class women were forced to perform all their household cleaning chores without adequate water. Domestic, technological inventions such as washing machines and gas stoves were also beyond the means of the working class. Based upon Pittsburgh government publications and secondary sources. 35 notes.

WE 003 502

Klaczynska, Barbara

Why Women Work: A Comparison of Various Groups–Philadelphia, 1910-1930.

Journal Cit—Labor History; v17 n1 p73-87 76

Data Base ID—14A-08235

Descriptors—*Employment Patterns, Ethnic Groups, *Working Women

Identifiers—Pennsylvania (Philadelphia)

The report analyzes the reasons for women working by comparing patterns of Italian, Polish, Irish, Jewish, black, and native-born white women. Central determinants were strong ethnic familial traditions, the lack of strong familial ties, and class consciousness. Italian and Polish women worked least often, and blacks, native-born whites, and Irish most often. Jewish women tended to move from a work tradition to a nonwork position as they moved into the middle class. Based on government publications and periodicals. 20 notes.

WE 003 503

Wolfe, Allis Rosenberg

Letters of a Lowell Mill Girl and Friends: 1845-1846.

Journal Cit—Labor History; v17 n1 p96-102 76

Data Base ID—14A-08123

Descriptors—Employee Attitudes, Letters (Correspondence), *United States History, *Working Women

Presented are five letters of a Lowell mill girl, Harriet Hanson Robinson, as a reflection of the upbringing, attitudes, and desires of working women in 1845-46. Letters are from the Robinson collection in the Schlesinger Library, Radcliffe College. 3 notes.

WE 003 504

Litoff, Judy Barrett Litoff, Hal

Working Women in Maine: A Note on Sources.

Journal Cit—Labor History; v17 n1 p88-95 76

Data Base ID—14A-08080

Descriptors—*Literature Reviews, *Working Women

Identifiers—Maine

Surveyed are sources for the study of working women in Maine, including published works, articles, dissertations and theses, government publications, and unpublished papers. 5 notes.

WE 003 505

Schreiber, Mark E.

Civil Liberties in the Green Machine.

Journal Cit—Civil Liberties Review; v3 n2 p34-47 76

Data Base ID—14A-07940

Descriptors—*Armed Forces, *Civil Rights, *Equal Opportunities (Jobs), Racial Discrimination, Sex Discrimination

The article discusses civil rights issues in the military, especially discrimination against Negroes in terms of housing, jobs, and promotions, and discrimination against women, especially those who have children.

WE 003 506

Lewis, Deborah A.

Insuring Women's Health.

Journal Cit—Social Policy; v7 n1 p19-25 76

Data Base ID—14A-07926

Descriptors—*Insurance Companies, *Sex Discrimination

Identifiers—*National Health Insurance

The article considers the three approaches to national health insurance embodied in 1975 bills before Congress, noting which one would best counter the sex discrimination now practiced by private insurance companies.

WE 003 507

Gerassi, John

Simone de Beauvoir: The Second Sex 25 Years Later.

Journal Cit—Society; v13 n2 p79-85 76

Data Base ID—14A-07913

Descriptors—*Authors, Interviews

Identifiers—*de Beauvoir (Simone), *Womens Liberation Movement

Presented is an interview with author and feminist Simone de Beauvoir (born 1908), emphasizing the worldwide struggle for women's rights in the 1970s.

WE 003 508

Medsgar, Betty

Media Stereotypes of Women and One Modest Attempt at Erasing Some of Them.

Journal Cit—California Librarian; v37 n2 p11-15 76

Data Base ID—14A-07897

Descriptors—*Equal Opportunities (Jobs), *Library Science, Sex Discrimination, *Sex Stereotypes

Discussed are stereotypes of women in the field of library science, including discriminatory practices in hiring, promotion, and salaries, ca. 1950-75.

WE 003 509

Lee, Marcia Manning

Why Few Women Hold Public Office: Democracy and Sexual Roles.

Journal Cit—Political Science Quarterly; v91 n2 p297-314 76

Data Base ID—14A-07894

Descriptors—*Public Officials, *Trend Analysis, Working Women

Identifiers—*Political Participation, Sex Role Stereotypes

It is argued that the percentage of women holding elected public office is unlikely to increase by a substantial amount in the future unless radical changes occur in current sexual role assignments, particularly those related to child care.

WE 003 510

Bettelheim, Bruno

Untying the Family.

Journal Cit—Center Magazine; v9 n5 p5-9 76

Data Base ID—14A-07883

Descriptors—*Family Structure, Parent Child Relationship, Sex Role, *Social Change

Discussed is the social change in middle-class family structure in the 1970s, emphasizing parent-child relations and the changing role of women.

WE 003 511

Szymanski, Albert

Racism and Sexism as Functional Substitutes in the Labor Market.

Journal Cit—Sociology Quarterly; v17 n1 p65-73 76

Data Base ID—14A-07709

Descriptors—Attribution Theory, Employment Patterns, *Equal Opportunities (Jobs), Racial Discrimination, Sex Discrimination

The returns from the 1970 U. S. Census are used to examine whether racial and sexual discrimination tend to vary together or whether they are functional substitutes for one another in the labor market, i.e., whether they operate in the same manner to produce the same results. The impact of racial discrimination is measured by both the percentage of the population of a state that is of third world origin and the ratio of black to white male annual earnings. Sexual discrimination is measured by the ratio of white female to white male earnings and urban female to urban male earnings. The values of each of these indicators is compared for the 50 U. S. states. The effect of the percentage of the population that is urban, the percentage of the economically active population in manufacturing, the level of personal income, region, and percentage of the population that is third world is controlled for. The results show that sexual discrimination can be seen as a functional substitute for racial discrimination in the labor market. Where racial discrimination is the most significant, sexual discrimination is the least. This supports the argument that the capitalist economic system needs a specially oppressed group of menial laborers to perform its most menial and low-paying tasks. Either white women or third world people (men and women) can fill these jobs. When third world people are available, white working women do not have to be pressed into them to the same extent. However, when third world people are not present, or are not especially discriminated against, then white working women tend more to perform the "dirty work" jobs and are consequently less likely to be found in the "better" jobs.

WE 003 512

Kaye, Frances W.

The Ladies' Department of the Ohio Cultivator, 1845–1855: A Feminist Forum.

Journal Cit—Agricultural History; v50 n2 p414-23 76

Data Base ID—14A-06818

Descriptors—*Feminism, *Periodicals, United States History

Identifiers—Ohio Cultivator

Between 1845 and 1855, a number of profeminist articles appeared in the Ladies' Department of the "Ohio Cultivator," a leading midwestern agricultural journal. Under the leadership of Hannah Maria Tracy-Cutler and Frances Dana Gage, the department printed articles on the role of women in the home, education, suffrage, and jobs for women. It was a grass roots forum for feminism. 23 notes.

WE 003 513

Cole, Adelaide M.

We've Come a Long Way, Baby?

Journal Cit—Daughters of the American Revolution Magazine; v110 n6 p851-55 76

Data Base ID—14A-06647

Descriptors—*Participation, United States History

Identifiers—*American Revolution, *Political Participation

The article discusses the contributions of women in the American Revolution.

WE 003 514

Norton, Mary Beth

Eighteenth-Century American Women in Peace and War: The Case of the Loyalists.

Journal Cit—William and Mary Quarterly; v33 n3 p386-409 76

Data Base ID—14A-06618

Descriptors—*Participation, United States History

Identifiers—*American Revolution, Loyalists, *Political Participation

The article analyzes the 468 American women loyalists who presented claims (including private letters, loss schedules, and memorials) to the British government. The women form a cross section of society. Examined are family relationships, property holdings, and knowledge of financial affairs. In addition, the article deals with the problems facing the women who were uprooted and had to find new homes. The loyalist women had close ties to family and household. Based on loyalist claims records in the Public Record Office in London. 55 notes.

WE 003 515

Chuinard, E. G.

The Actual Role of the Bird Woman.

Journal Cit—Montana; v26 n3 p18-29 76

Data Base ID—14A-06570

Descriptors—*American Indians, United States History

Identifiers—Lewis and Clark Expedition, *Sacajawea, *United States (West)

The Lewis and Clark Expedition engaged Sacajawea and her French husband primarily as interpreters. Controversy exists over her probably minimal value as a guide, but her service in obtaining help for the explorers from her Shoshoni tribesmen in Idaho entitles her to respected status as a member of the corps of discovery. Derived from standard printed sources on Lewis and Clark. Illustrations.

WE 003 516

Burke, Yvonne Braithwaite

Feminine Pioneers.

Journal Cit—Westways; v68 n7 p53-55 76

Data Base ID—14A-06568

Descriptors—*United States History

Identifiers—*Pioneers, United States (Northwest), United States (West)

The article discusses women who were pioneers in the West and Pacific Northwest, 1803-1912.

WE 003 517

Brown, Minnie Miller

Black Women in American Agriculture.

Journal Cit—Agricultural History; v50 n1 p202-12 76

Data Base ID—14A-06441

Descriptors—*Farmers, Southern States

Identifiers—*Black Women

Black women have had agricultural roles similar to black men with the additional responsibilities of raising children and running a household. The plantation system and the difficulty Negroes have had in obtaining land after freedom have made it hard for them to become independent farmers. 18 notes.

WE 003 518

Baker, Gladys L.

Women in the U. S. Department of Agriculture.

Journal Cit—Agricultural History; v50 n1 p190-201 76

Data Base ID—14A-06427

Descriptors—*Equal Opportunities (Jobs), *Government Employees, Working Women

Identifiers—Department of Agriculture

In its first decades the U. S. Department of Agriculture hired only a few women, mainly as clerks, librarians, and assistant microscopists. Gradually, in the early twentieth century, a few women made their mark as scientists and in the Office of Home Economics. Since then, several women have advanced to important positions, although their percentage in the department workforce remains small. 48 notes.

WE 003 519

Boyd, Monica

Occupations of Female Immigrants and North American Immigration Statistics.

Journal Cit—International Migration Review; v10 n1 p73-80 76

Data Base ID—14A-05987

Descriptors—*Employment Patterns, *Immigrants, Working Women

Identifiers—Canada, United States

The article discusses labor force potential and occupations of women immigrants to the United States and Canada, 1964-71.

WE 003 520

Hill, Vicki Lynn Moe, Louisa Snowden, Elizabeth

Women's History Research Center: The Annotated Revolution or Footnotes to the Revolution.

Journal Cit—California Librarian; v37 n1 p22-31 76

Data Base ID—14A-05943

Descriptors—*Womens Studies

Identifiers—Womens History Research Center

Discussed are various aspects of the American Revolution Bicentennial Administration Task Force on the National Women's History Center, including the Women's History Library, the International Women's Art Festival, and Women's History Research Center Collections.

WE 003 521

Havighurst, Robert J.

Individual and Group Rights in a Democracy.

Journal Cit—Society; v13 n2 p25-28 76

Data Base ID—14A-04961

Descriptors—*Affirmative Action, *Civil Rights Legislation, Equal Opportunities (Jobs), *Federal Aid

Discussed is the federal government's current policy of requiring institutions to offer jobs to women and ethnic minorities in order to receive federal grants.

WE 003 522

Ornstein, Allan C.

Quality, Not Quotas.

Journal Cit—Society; v13 n2 p10,14-17 76

Data Base ID—14A-04929

Descriptors—Affirmative Action, Minority Groups, *Reverse Discrimination

The article discusses the dangers of "reverse discrimination" in the 1970s, whereby women and ethnic minorities receive preferential treatment in government and academic institutions.

WE 003 523

Darian, Jean C.

Factors Influencing the Rising Labor Force Participation Rates of Married Women with Pre-School Children.

Journal Cit—Social Science Quarterly; v56 n4 p614-30 76

Data Base ID—14A-04631

Descriptors—*Employment Patterns, Mothers, Preschool Children, *Working Parents, Working Women

Investigated are factors influencing the rising labor force participation rates of married women with preschool children.

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SAMPLE CITATION

WE 000 000
Hopkins, Jane Hibler
A Comparison of Wives in Dual-Career and Single-Career Families.
Affil—Tennessee Univ., Knoxville.
Pub Date—77
Note—Ph. D. Dissertation; 142p.
Available from—UMI, Order Number 77-16,583
Data Base ID—DAIAUG77; 38-1051-A
Descriptors—Careers, *Family Relationship, *Marriage, Personality, Sex Role, *Working Women
Identifiers—*Dual Career Family, *Homemakers

The major purpose of this study was to identify and examine factors differentiating wives in dual-career families and wives in single-career families. All women were white Americans with children and part of a dyad where at least one member was affiliated with a large southern university. Multivariate analysis of variance was used to determine which of three groups of dependent variables-sociodemographic variables, familial variables, or attitudinal variables-differentiated between the two levels of the independent variable career participation. These variables were explored through the following five questionnaires: The Bem Sex-Role Inventory, the Domestic Responsibilities Questionnaire, the Attitude Toward Women Scale, the Modified Locke Marital Questionnaire, and a Personal History Inventory developed by the investigator. All three multivariate analyses of variance were significant (p.0001). Sociodemographic variables indicated that dual-career wives were characterized by having fewer children (especially of preschool age), more years in their occupational field, more years of work outside the home after but not before the birth of children, and a higher educational level. Familial variables indicated that dual-career wives could be described as being the eldest or only child in the family of origin, having a high degree of satisfaction with their career as related to other life sectors, having mothers who endorsed women with children working outside the home, and having husbands who endorsed their career participation. Dual-career wives also reported having fewer domestic responsibilities in the home and had a greater proportion of these responsibilities taken over by help other than the husband.

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WE 003 524

Ellis, Walter Terrell

Piagetian Development Level and Sex-Role Identification as Factors in Problem-Solving Performance and Cognitive Style.

Affil—Southern Illinois Univ., Carbondale.
Pub Date—77
Note—110p.; Ph. D. Dissertation
Available from—UMI, Order Number 7804263
Data Base ID—DAIAPR78; 38-6008-A
Descriptors—*Cognitive Development, College Students, Predictor Variables, *Problem Solving, Sex Differences
Identifiers—*Sex Identity

The purpose of this study was to determine the predictability of sex role identification and Piagetian cognitive developmental level as explanations for performances on both a problem solving task and the cognitive style dimension of field dependence/independence. One hundred seventy-eight female undergraduate students enrolled in a problem-solving class at Southern Illinois University were administered, in group sessions, the following tasks: The Group Embedded Figures Test (GEFT), the Horse-Trading Problem (HTP), the Algae Puzzle, the Mealworm Puzzle, the Bem Sex-Role Inventory (BSRI), the Probabilities Test, and the Combinations Test. The HTP was used as the criterion for problem-solving performance, while the GEFT was used to assess cognitive style. While approximately 50% of the sample self-endorsed themselves as "feminine" on the BSRI, the remaining subjects (mostly self-endorsed as "androgynous") comprised another group labeled masculine-androgynous which theoretically should have performed better on the HTP. When tested, the masculine-androgynous subjects did score better. However, the findings were not significant. Whereas sex role identification did not differentiate between masculine-androgynous and feminine group performance on the HTP, information on Piagetian developmental level and cognitive style along with sex role identity did predict performance on the problem. These results were significant at the .05 level. The statistical analyses indicated that this set of predictors should be regarded only as fair predictors since they accounted for a very small proportion of the criterion variance. It was also found that formal operational females performed better on the HTP than females at the transitional operational level. Those females at the transitional level also scored better than females at the concrete operational level. These results were significant at the .05 level. The improvement of performance on the HTP in this sequential manner through each cognitive developmental level should not be construed as indicative of a clear-cut relationship between these two variables; only a small percentage of the variability of scores on the HTP was accounted for by this set of predictors (R squared = .037). It was also found that in the presence of nonformal females, females sex role typed as masculine or androgynous scored higher on field-independence than formal females sex role typed as feminine.

WE 003 525

Gardner Coleman, Jacquelyn Lea

A Comparative Study of the Assertiveness of Black and White Women at the University Level.

Affil—Southern Illinois Univ., Carbondale.
Pub Date—77
Note—79p.; Ph. D. Dissertation
Available from—UMI, Order Number 7804256
Data Base ID—DAIAPR78; 38-5924-A
Descriptors—*Assertiveness, College Students, *Racial Differences, *Socialization

The purposes of this study were to 1) research the difference in levels of assertiveness for black and white women at the university level, and 2) investigate factors within the socialization process which may account for any difference in assertiveness that may exist. The two factors within the socialization process which were investigated were attractiveness and dependence. The specific questions raised in the study include: Is there a significant difference between the levels of assertiveness for black and white women? Is there a significant correlation between attractiveness and level of assertiveness for black and white women? Is there a significant correlation between dependence and levels of assertiveness for black and white women? The population consisted of 104 sorority women enrolled in an undergraduate degree program at San Jose State University. The women were volunteer participants in this research study. Data were collected by a survey method. The survey required that the subjects complete a questionnaire comprised of items from the College Self-Expression Scale and two items designed to measure a level of attractiveness and dependency as perceived by the subject. The data were then analyzed using a multiple regression analysis and t-tests of significance for Pearson product moment correlations. The findings were statistically nonsignificant. Therefore, this study yielded no empirical evidence to support a difference in levels of assertiveness for black and white women, or to support an influential effect of attractiveness or dependency on assertive behavior.

WE 003 526

Sturgis, Barbara Jane

Correlates of Problem Solving in Women.

Affil—Missouri Univ., Columbia.
Pub Date—77
Note—96p.; Ph. D. Dissertation
Available from—UMI, Order Number 7803777
Data Base ID—DAIAPR78; 38-5932-A
Descriptors—*Achievement Need, *Affiliation Need, *Locus of Control, *Problem Solving, Sex Differences
Identifiers—*Sex Identity

The major purpose of this study was to examine the relationship between four variables–sex role orientation, need achievement, need affiliation, and perceived locus of control–and achievement on problem solving tasks by females. The rationale for the study was developed from two main sources–research on problem solving and the lack of psychological research using female subjects. It has been consistently documented that males outperform females on problem solving tasks. Studies on the reasons for this difference have achieved inconsistent and sometimes contradictory results. Because of the traditional female role in society, one centered around home and family, it is possible that females do not see the need for problem solving skills. It is also possible that, due to sex role stereotyping, women are not portrayed as problem solvers, offering no role model for females in this area. It would follow that females would not see problem solving as necessary in their lives. An examination of research on relevant variables in psychological literature has shown a paucity of studies using females subjects. Need achievement has been shown to be a useful intervening variable in explaining achievement in general, and more specifically in problem solving, for males. When female subjects were used, results were inconsistent. A hypothesis put forth is that females achieve more from a need for affiliation than from a need to achieve. This would be consistent with the affiliative nature of the traditional female role. A situation similar to need achievement exists with the variable of perceived locus of control. How an individual perceives control in his life is related to his performance on achievement tasks. Research using female subjects has run counter to both theory and research results using males. The hypotheses for this study were aimed at exploring the relationships between these four variables and the problem solving performance of females. The sample for this study consisted of 188 senior high school students, 102 females and 86 males. The test battery was administered at one sitting and included a problem set and instruments to measure need achievement, need affiliation, sex role orientation, and perceived locus of control. The resulting data were analyzed using multiple regression, with problem solving performance as the dependent measure. The results indicated that both need achievement and perceived locus of control significantly related to problem solving in women, but only when their interaction was added to the regression equation. This indicated the possibility of a nonlinear relationship between these two variables and problem solving in women. The other two variables, need affiliation and sex role orientation, did not significantly relate to problem solving in women.

WE 003 527

Rose, Jacqueline Joyce

Women's Political Attitudes.

Affil—Missouri Univ., Columbia.
Pub Date—77
Note—195p.; Ph. D. Dissertation
Available from—UMI, Order Number 7803765
Data Base ID—DAIAPR78; 38-6293-A
Descriptors—Age Differences, Childhood, Educational Background, Family Status, *Political Attitudes, *Predictor Variables, Sex Discrimination, *Social Attitudes

This study examined the social and political attitudes of 24 selected women through interviews. Its purpose was to attempt to get an overview of what women are like politically, and how this relates to their social attitudes, age, education, family status, and childhood background. An instrument was designed to tap these qualities, with approximately a third of the questions being open-ended. One hundred and five questions–some original and some designed by other researchers–were asked during the interviews which averaged two hours in length. The respondents were women residing in the Buffalo, New York, area. Of these respondents, half had finished college, and half had no college. Within each of these groups, half were in the age group 20-39; the other half, 40-59. Within each of these groups, two were married with children, two had never been married, and two were married without children. All respondents were Caucasian and had family incomes between seven and thirty thousand dollars. The questions were ultimately formed into 11 scales tapping nonsexist background, sexism, ego strength, political interest, political evaluation (of politicians and the political system), leftism, blame placing tendencies, dogmatism, discrimination, political rationality, and general rationality. It was discovered that the scales tapping leftism, blame, and political rationality were nondiscriminatory among the respondents. It was concluded that this was due to the economic and political events occurring at the time of the interviews. However, it was found that having a college education related highly positively with having a high political interest, a nonsexist background, low sexism, strong ego, low dogmatism, low discrimination, high political and general rationality levels. Age and family status appeared not to be important variables in determining these respondents' attitudes on the scales used. Other significant correlations were found, the most important of which was that having a nonsexist background (i.e., having not played stereotyped girls' games, having liked sports, done "boys" chores, etc.) correlated strongly with the above scales in the manner indicated. This is crucial, since a respondent's childhood obviously precedes her college attendance or lack thereof, as well as the development of her attitudes. Thus, it appears that the "small" things that constitute a girl's childhood lifestyle correlate very highly with her later adult attitudes, indicating the possibility that a nonsexist childhood may well be crucial in determining whether a woman will have a strong ego, seek to educate herself, and will have rational, nondogmatic, nondiscriminatroy, nonsexist attitudes, as well as high interest in politics. An attempt was made to construct a model including these variables and to determine, through regressions and path analysis, the direct and indirect effects of each variable on each other. The results indicated that education, nonsexist background, and general rationality level are strong predictors of the remaining attitudinal variables.

WE 003 528

Fayock, Paula Marie

The Relationship between Cognitive and Noncognitive Measures and Employment in Mathematically Related Careers among Female and Male Project Talent Participants.

Affil—Pennsylvania State Univ., University Park.
Pub Date—77
Note—146p.; Ph. D. Dissertation
Available from—UMI, Order Number 7803322
Data Base ID—DAIAPR78; 38-5882-A
Descriptors—Academic Ability, *Career Choice, *Cognitive Ability, *Employment Patterns, Longitudinal Studies, *Mathematics, *Sex Differences
Identifiers—Project Talent

In the past, studies have indicated that males were superior to females in mathematics ability. More recent research challenges the validity of this finding, especially when variables such as spatial visualization and problem content are controlled. Changing labor market demands, inflation and the economy, increased technology, and the increase in the number of working women indicate that some women need to change their career aspirations. Women are, and have been, underrepresented in mathematics, yet few investigations provide reasons as to why this is so. Some reasons cited are stereotyping, lack of ability, fear of feeling unfeminine, or unwillingness to enter a male domain. However, without advanced mathematics preparation, few women are qualified for positions in mathematics, and few women choose higher mathematics preparation even in high school. Some women do choose careers in mathematics and are ultimately successful. The differences between women mathematicians and women nonmathematicians still remain to be understood. The purposes of this study were to identify the variables, cognitive and noncognitive, which best discriminate between mathematicians and nonmathematicians, and to identify the occupations of persons with high math ability. The subjects were 2,906 students who participated in Project TALENT when they were in 11th grade in 1960. The subjects also responded to 1-, 5-, and 11-year follow-up investigations. The 11-year data were collected in 1972 when most subjects were 29 years of age. In order to identify variables which distinguish between mathematicians and nonmathematicians, two stepwise linear discriminant function analyses were performed separately for females and males using 33 composite scores of cognitive abilities and 33 noncognitive composite scores as predictor variables. One of the noncognitive measures was the participant's score on the discriminant function resulting from the analysis of cognitive measures; this variable carried all of the information on the between group cognitive differences. The criterion variable in all analyses was employment at age 29 in a mathematically-related field. In order to determine occupations, other than mathematics, of persons who were potentially employable in mathematics in 11th grade, high math ability was defined as a score of at least one standard deviation beyond the group mean discriminant score on cognitive measures. Results of the analyses indicate that both the cognitive and noncognitive measures which discriminate between mathematicians and nonmathematicians are different for females and males. All four resulting discriminant functions were significant at the .001 level. Cognitive discriminating variables for females were knowledge of physical science, of abstract reasoning, of biological sciences, and of farming and ranching. For males, cognitive measures which contributed most to the function were ability to puzzle disguised words, knowledge of social studies, mathematics, mechanics, memory for sentences, and introductory high school mathematics. In the analysis of noncognitive measures, the most important discriminating variables for females were interest in physical science, in farming, in office work, the score of cognitive measures, self-perception of writing skills, and interest in computation. For males, the discriminant score on cognitive measures exerted a substantial influence over the other noncognitive measures. Thirteen (50%) of the 23 females with high math ability, in occupations other than mathematics, were housewives. Most of the 608 males with high math ability, in occupations other than mathematics, were in electrical, mechanical, business, management, structural, or sales-related positions; only 2% of the males were unemployed.

WE 003 529

Worth, Barbara Sands

Achievement and Affiliation Motives of Male and Female Characters in Realistic Fiction for Children, 1945-1975.

Affil—New York Univ., N.Y.
Pub Date—77
Note—159p.; Ph. D. Dissertation
Available from—UMI, Order Number 7803045
Data Base ID—DAIAPR78; 38-5917-A
Descriptors—*Achievement Need, *Affiliation Need, *Characterization, *Childrens Literature, *Content Analysis, Fiction, *Motivation, Sex Differences

The purpose of this study was to determine the differences between the motives of male and female characters in realistic fiction for children. Differences in the achievement and affiliation motives of both sexes were examined for two time periods: 1945-63 and 1970-75. Forty books of realistic fiction for children ages 9-12 and teenagers were taken from lists recommended in the Sunday Book Review section of "The New York Times" from Book Week in November of each of the following years: 1945, 1948, 1951, 1954, 1957, 1960, 1963, 1970, 1972, and 1975. Books were selected according to criteria for realistic fiction set forth by Huck and Kuhn (1961), Huck (1976), and Brooks and Warren (1959, formerly 1943), as judged by a panel of consultants in the field of children's literature. A content analysis was performed on the 40 books using the measures for achievement and affiliation motives devised by D. C. McClelland and reported in J. W. Atkinson's "Motives in Fantasy, Action, and Society" (1958). Four hundred pages (10 pages per book) were scored for male achievement, female achievement, male affiliation, and female affiliation. Scores for each of the two time periods were subjected to a two-way factorial analysis of variance by motive and by sex and scores for achievement and affiliation were subjected to a two-way factorial analysis of variance by time period and by sex. Hypothesis 1, which stated that male characters would demonstrate achievement motives and female characters would demonstrate affiliation motives in children's fiction published during 1945-63, was not confirmed using analysis of variance for correlated data (p .05). Hypothesis 2, which stated that there would be no difference in the achievement or affiliation motives of male and female characters in children's fiction published during 1970-75, was confirmed, using analysis of variance for correlated data (p .05). Hypothesis 3, which stated that, for children's fiction published in the years 1945-63 as compared with that published in the years 1970-75, male characters would show greater achievement motives in the earlier period and female characters would show greater achievement motives in the later period, was not confirmed, using analysis of variance for mixed data (p .05). Hypothesis 4, which stated that, for children's fiction published in the years 1945-63 as compared with that published in the years 1970-75, female characters would show greater affiliation motives in the earlier period and male characters would show greater affiliation motives in the later period, was not confirmed, using analysis of variance for mixed data (p .05). The data showed that the main effect, motive, was statistically significant for both periods (p .001) with affiliation motivation significantly greater than achievement motivation in both time periods. The mean scores indicated that for both sexes, achievement motives decreased and affiliation motives increased from the earlier period to the later one. The data indicate that the achievement and affiliation motives of male and female characters were not significantly different in realistic fiction for children during 1945-75. Affiliation motivation was so prevalent for both male and female characters that it overpowered differences between the sexes to the point where no differences between the sexes could be observed.

WE 003 530

Reisman, Betty Lou

Short-Term Effects of "Seminar: Counseling Women" on Attitudes and Behaviors toward Women Held by Its Participants.

Affil—Kent State Univ., Ohio.
Pub Date—77
Note—234p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802774
Data Base ID—DAIAPR78; 38-5929-A
Descriptors—*Behavior Change, *College Curriculum, College Students, *Counselor Attitudes, Counselor Training, *Sex Stereotypes

The issue of how to change sexist attitudes and behaviors of counselors toward women and their role is a perplexing dilemma confronting society today. This exploratory study measured the short term effects of a graduate counseling course entitled "Seminar: Counseling Women." The research question developed was: Do participants' attitudes and behaviors toward women, as measured by self-report instrumentation and a behavior analysis, change sufficiently after taking "Seminar: Counseling Women" to warrant the recommendation of the approach of a one-course addition to the curriculum as the method of changing counselors'-in-training attitudes and behaviors toward women? The first step was the construction of a course outline that was capable of changing counselors'-in-training attitudes and behaviors. The curriculum was constructed using the premise that attitudes change most when accurate information is provided in a nonthreatening atmosphere, where individuals are also able to come to terms with their own feelings and thoughts. Two different evaluation processes indicated that the participants in the course felt that the curriculum was effective and did meet the objectives. In order to measure attitudinal changes, the Spence-Helmreich (1972) Attitude Toward Women Scale (AWS) and Dempewolfe's (1972) Feminism II Scale (FII) were administered to the experimental group of 37 students enrolled in "Seminar: Counseling Women" and the control group of 40 counselors and student personnel workers. Using a 2 x 2 analysis of variance, it was found that the attitudes of the participants changed significantly in a profeminist direction from pretest to posttest. This attitude change occurred in the total group, the women, the counselors and counselor educators, and the most sexist individuals (under 131 on AWS and under 100 on FII). The men changed significantly on the AWS but not on the FII. The student personnel administrators in the study were found to have the same attitudes as the counselors. A behavior analysis was designed to measure if the counseling behaviors of the individuals changed. Fourteen subjects counseled three coached clients during a nine minute span. Two trained observers rated each situation on three variables–empathy, attending behavior, and acceptance of problem. In order for the researcher to feel that behavior had changed enough to warrant the addition of a course, it was hypothesized that there would need to be .3 mean increase from pretest to posttest. A t-test of the mean ratings indicated that there was no change in the counseling behavior of the sample. Students in the class were also compared to students in "Seminar: Career Guidance" and "Educational and Occupational Information," as to the knowledge they had about women and work. The 25 informational items of the Bingham-House Questionnaire (1973) were administered to all three classes. No significant difference was found among the three groups. The mean score of the "Seminar: Counseling Women" was slightly higher than the other two classes. This study found significant attitudinal change, without any corresponding behavior change. The curriculum for the course did not provide skills training for the participants. Based on the results, it is recommended that skills training for the specific problems of women be added to the training program of all counselors and student development specialists. This training could be an addition to "Seminar: Counseling Women" or part of the counseling practicum experience. Further, all courses within the counseling curriculum should address the issues of sexism in order to get nonsexist counseling for women. As an exploratory study, the data indicated that "Seminar: Counseling Women" could not be eliminated as a possible method of changing counselor attitudes and behaviors toward women. Further research needs to be conducted in order to find different ways that sexist counseling behavior can be altered, so that women may develop to their fullest potential. In addition, a similar study to this one is needed in a counseling program that is skills-based, to see if attitudes and behavior will change as a result of the course, or if attention needs to be focused on curriculum intervention.

WE 003 531

Beckett, Joyce Octavia
Working Wives: A Racial Analysis.
Affil—Bryn Mawr Coll., Pa.
Pub Date—77
Note—276p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802584
Data Base ID—DAIAPR78; 38-6321-A
Descriptors—*Employment Patterns, Labor Force, *Racial Differences, *Social Change, Working Women
Identifiers—*Married Women

One of the most important social phenomena of the twentieth century is the increase in the labor force activity of married women. This study traces the growth of wives' labor force rate since 1865. From the historical overview, it is evident that black wives have always had a higher labor force rate than white wives. The study analyzes the contemporary factors influencing wives' labor force activity using a sample of 3,000 black and white families. Because of the historical differences in the labor force rates of black and white wives and because of the statistical interaction between race and other predictors, the sample is divided and analyzed separately by race. The study uses two indicators of labor force participation–employment status and employment hours. Conceptual models that integrate variables from various academic disciplines are developed and empirically tested for both dependent variables. The results show that black and white wives have different responses to a common set of predictors, and that the predictors most important to black families are not the most significant for white families. Implications from the results for social welfare policy and social research are discussed.

WE 003 532

Glen, Mary Louise
The Educated, Working Wife and the Division of Labor in the Household.
Affil—Toledo Univ., Ohio.
Pub Date—77
Note—120p.; Ed. D. Dissertation
Available from—UMI, Order Number 7802483
Data Base ID—DAIAPR78; 38-6343-A
Descriptors—Child Care, *College Graduates, Educational Background, *Family Life, Sex Stereotypes, *Working Women
Identifiers—*Division of Labor, Household Tasks, Married Women

This was an investigation of females who had pursued a graduate education beyond the bachelor's degree and, by so doing, upset the traditional structural imperatives. That is, in our society, the husband is assigned a superior status. It helps if he actually is somewhat superior in certain characteristics–height, age, education, or occupation. This study was an attempt to discover: 1) If families became more egalitarian when both husband and wife worked and potentially shared the breadwinning role, 2) if the division of household tasks was different in families where the working wife had an advanced degree as compared to families where the working wife had no degree, 3) if the division of household tasks was different in families where the wife had more education than her husband, and 4) if child care responsibilities were shared by both husband and wife. The population for this study consisted of women who graduated from the University of Toledo with an advanced degree March 1970 through March 1976. An advanced degree referred to a master's degree from any college, a specialist's degree from the College of Education, and a doctoral degree from any college including the doctorate of jurisprudence from the College of Law. These women graduated from the College of Education, the College of Arts and Sciences, the College of Business Administration, and the Law School. It also included women chosen from the 1977 Toledo Area Telephone Directory, which was used as a source for finding women who did not have a college degree. Out of the returned questionnaires from the directory, only two women had a college degree and were married to men with a baccalaureate degree. The independent variables for the study were husband's education and wife's education. The dependent variable was household tasks. The instrument used in this study was a questionnaire designed by the investigator to determine the employment status of the women, education background, marital status, the formal schooling of their husbands, their race, and who was responsible for and performed the household tasks. The results of this study indicated that in families where both husband and wife worked, there was not a great deal of sharing of household tasks. The wife seemed to be performing the traditional work in the home. College-educated families appeared to be similar to non-college-educated families with regard to the division of labor in the household. When the wife had more education than her husband, her score for the performance of household tasks was higher than if she and her husband had similar education. The sharing of child care responsibilities was done on a limited basis, primarily in the areas of discipline and helping with the children's homework.

WE 003 533

Wilson, Margaret Gibbons
Women and the City, 1870–1920.
Affil—University of Southern California, Los Angeles.
Pub Date—77
Note—Ph. D. Dissertation
Available from—Micrographics Department, Doheny Library, USC, Los Angeles, Calif. 90007
Data Base ID—DAIAPR78; 38-6260-A
Descriptors—Behavior Patterns, *Employment Patterns, Sex Role, *Social Change, United States History, *Urban Culture, *Working Women

This dissertation investigates the late nineteenth- and early twentieth-century city's role in expanding the accepted sphere of activity for middle-class women. Patterns of behavior specific to urban areas are distinguished from those more generally present, and specific ways urban areas affected facets of women's lives are studied. In the late nineteenth- and early twentieth-century America, middle-class women's lives underwent major changes both in the traditional home sphere and in the outside world. A trend, especially pronounced in urban areas, toward younger marriages coupled with reduced fertility appeared linked to the development and spread of more effective birth control methods. Fewer children and a growing period of time spent by children in schools meant decreased childrearing obligations. In addition, various factors converged to make the running of the urban home a potentially less time-consuming operation. During the same time period, the number and variety of employment opportunities expanded phenomenally. Between 1890 and 1920, clerical and professional occupations burgeoned, and large numbers of young, native white women of native born parents, especially in urban areas, entered the labor force. Although most women terminated employment when they married, the experience of working had a positive impact upon feelings of self-esteem and self-reliance. Even women who did not work were affected by changes that expanded employment opportunities for women brought; the more women deviated from the pattern of a life revolving solely around the home, the more easily other women could follow suit. The increased free time of urban, middle-class women was important to the growth of women's associations, while the focus of association activities often was shaped by problems common to urban areas. As with careers, participation in volunteer organizations often seemed to result in powerful, unresolved, inner conflicts in women who felt torn between the demands of the home role and the desire to be active participants in the outside world. While city size did not seem to be an important factor, the economic orientation of a city was closely associated with women's propensity to remain single and to be employed. Cities inclining more toward manufacturing and mechanical activity appeared to have an early advantage in offering employment to women. In such cities, both manufacturing and domestic work were available. With the post-1890 boom in white-collar occupations, the female labor force in cities inclining toward trade and transportation activity grew rapidly, and the earlier advantage held by manufacturing and mechanical cities diminished. Change in employment opportunities was accompanied by change in marital and fertility patterns; increased employment of native white women of native born parents in trade and transportation cities appeared linked with a reduction in the positive relationship between such cities and both the percentage of such women who married and the native white child/woman ratio. Especially among the aggregate population, a city's sex ratio was strongly related to women's marital and employment patterns–the higher the proportion of men, the higher the percentage of married women and the lower the percentage of employed women. Among the aggregate population, women seemed more to be pushed into often unwanted jobs because of the lack of other options, while for native whites of native born parents, entrance into the labor force appeared more due to the pull exerted by positive aspects of being employed. Although variation among cities was evident, urban and rural behavior patterns differed significantly. This study supports the contention that a recognizably modern woman, with increased options to choose from and new conflicts to cope with, emerged in the cities and towns of late nineteenth- and early twentieth-century America.

WE 003 534

Frel, Susan

Effects of Counselor Gender on Changes in Masculinity, Femininity, and Androgyny in Short-Term Group Counseling.

Affil—University of Southern California, Los Angeles.

Pub Date—77

Note—Ph. D. Dissertation

Available from—Micrographics Department, Doheny Library, USC, Los Angeles, Calif. 90007

Data Base ID—DAIAPR78; 38-5923-A

Descriptors—*Androgyny, *Counseling Effectiveness, *Group Counseling, Sex Differences, Sex Role

Identifiers—*Sex Identity

The purpose of this study was to determine the effects on the masculinity, femininity, and androgyny of group members, as measured by the Bem Sex-Role Inventory (BSRI), consequent to participation in short-term group counseling. A review of literature revealed that research had been done on sex role stereotypes and their effect on therapist bias and the therapy relationship. However, there was a dearth of research exploring the area of counseling groups led by male-female cocounselors. A pretest, treatment, posttest design was used to test the research hypotheses: 1) There is a significant difference between pre- and posttest scores on the BSRI masculinity, femininity, and androgyny scales for members participating in short-term group counseling. 2) Members of groups led by male-female cocounselors exhibit significantly greater masculine-feminine integration (androgyny) on the posttest measure than members of groups led by a male counselor alone or a female counselor alone. The hypotheses were tested at the p .05 level of significance. A total of 40 group members and 6 leaders were used as subjects in spring 1977. Groups 1 and 2 were composed of graduate students in counseling at the University of Southern California. Group 1 (male-female coleaders) had n=11 (5 males, 6 females). Group 2 (male leader) had n=10 (6 males, 4 females). Groups 3 and 4 were composed of clients in private counseling groups in the Los Angeles area, with an age distribution, socioeconomic background, and educational level similar to the student groups. Group 3 (male-female coleaders) had an n=9 (4 males, 5 females). Group 4 (female leader) had n=10 (5 males, 5 females). Each of the leaders was rated on the Carkhuff scales by two independent raters to ascertain their level of effectiveness. All groups and leaders were pretested and posttested on the BSRI. The treatment duration was eight weeks. The BSRI was used to assess the degree and direction of change of the subjects' masculinity, femininity, and androgyny. One-way analysis of variance and t-tests were performed on the pre- and posttest measures, and on difference scores, to determine whether there were any significant differences between and within groups. No significant differences were found between the groups on the measures of sex characteristics. No significant differences were found within the groups on the measure of androgyny, and no systematic significant differences were found on the other measures. The conclusion drawn from this study was that counselor gender in short-term group counseling, as applied to this sample population, did not have a significant effect on the masculinity, femininity, or androgyny of group members, as measured by the BSRI. To extrapolate these findings to all group counseling with male-female coleaders would be a mistake. The review of literature confirmed the importance of the issues of sex role stereotyping and therapist bias in the therapy relationship. Discussions by theoreticians stressed the value of exploring the use of male-female cotherapists in groups. Since this study was one of the first to experiment directly with male-female coleaders, it is recommended that it be replicated using samples from other populations; a longer treatment period; leaders chosen particularly for their high degree of androgyny; a larger number of groups; groups with all coleader sex combinations (male-female, male-male, female-female); and groups whose stated purpose is the exploration of the members' sex role orientation.

WE 003 535

Anderson, Earlie Bridges

The Life–History Correlates, Work–Related Motivational Characteristics, and Role–Identification Factors of On–Site Women Administrators in Hawaiian Public Schools.

Affil—University of Southern California, Los Angeles.

Pub Date—77

Note—Ed. D. Dissertation

Available from—Micrographics Department, Doheny Library, USC, Los Angeles, Calif. 90007

Data Base ID—DAIAPR78; 38-5809-A

Descriptors—*Administrative Personnel, *Career Choice, *Individual Characteristics, *Motivation, Principals, Role Perception, *Role Theory, School Administration

Identifiers—Hawaii

For a sample of 27 on-site public school female administrators in Hawaii, the research problem was explicated as follows: 1) What prior educational (school-related), work experience, and personal-family factors were common to this group? 2) From recent critical incidents on the job, what events were reported as making these administrators feel satisfied or dissatisfied about their position? 3) Which reasons did these principals cite as most influential upon their decision to become school administrators? 4) Which positive and negative school-related factors of motivation were perceived as being influential to a decision of accepting an administrative position? 5) How did the female principals perceive their career roles in relation to those associated with marriage and family and with potentially competing or conflicting roles held by male professional educators? When interpreted within conceptual frameworks of social motivation and role theory, the information obtained could provide an improved basis for identifying and understanding background and motivational characteristics indicative of potential success of female school administrators. Questionnaires containing both alternative-choice and open-ended items as well as two opinion-attitude scales were mailed to the entire population of 44 female administrative-supervisory personnel in public schools in Hawaii. Information from 27 respondents (23 elementary school principals) was tabulated and analyzed descriptively. Selected findings: 1) An approximate profile would indicate that female administrators had earned baccalaureate degrees followed by substantial postgraduate study, had perceived high school and college extracurricular activities involving service and publications as influential in career mobility, had worked at their institution about 7-10 years, had taught previously 11 or 12 years, and had found another school administrator, family member, teacher, or employer influential in preparing them for a leadership role. 2) A categorization of highly diversified critical incidents revealed that those pertaining to status, recognition, achievement, responsibility, and growth were satisfying experiences, whereas a lack of such characteristics in combination with being identified with women's liberation and with having difficulties in interpersonal relations were dissatisfying. 3) The most frequently cited important reasons for entering school administration were encouragement, challenge, and leadership role. 4) Most influential to decisions of accepting administrative positions were school-related motivational factors of helping other individuals, participating in setting goals, determining methods and procedures, realizing personal growth, and enhancing one's self-esteem; least important were factors involving an escape from routine, difficult, or unpleasant activities in teaching. 5) Female administrators expressed strongest agreement with role perception statements indicating realistic expectation of lifelong careers, appropriateness of working if children were properly cared for, willingness to accept equal responsibility given equal opportunity, anticipation of successfully combining a career with marriage, and possession of the same need as men have to achieve. Statements placing women in inferior or subservient positions to men received strong disagreement responses. Conclusions: 1) The women sampled were influenced to enter school administration by positive social motives that met higher order needs for achievement, recognition, responsibility, growth, and service. 2) These women had clearly defined and accepted their career roles, exhibited a strong conviction that career roles could be successfully combined with those of marriage and family, and convinced themselves that they could work effectively with men, given equality of opportunity and responsibility. Recommendations: 1) This investigation should be extended to females at different levels of educational administration to determine whether the results could be generalized. 2) Parallel studies involving perceptions of both male and female educational administrators regarding career roles of each sex should be initiated to improve understanding of possible sex role conflicts.

WE 003 536

Brosnan, Joan

Effects of Sex, Professional Status, and Attitudes toward Women on Female Student Nurses' Reactions to Clinical Professionals' Success and Failure.

Affil—University of Southern California, Los Angeles.

Pub Date—77

Note—Ph. D. Dissertation

Available from—Micrographics Department, Doheny Library, USC, Los Angeles, Calif. 90007

Data Base ID—DAIAPR78; 38-6002-A

Descriptors—Nurses, Professional Personnel, *Social Attitudes

Identifiers—*Occupational Stereotypes, *Sex Role Stereotypes

A review of the relevant literature suggests that, as a result of sex role stereotyping, females underestimate the abilities of females relative to males; further, male-dominated, high status professions such as medicine are favored more than female-dominated, low status professions such as nursing, also as a result of sex role stereotyping. An experimental study was proposed to investigate the effects of sex, professional status, and attitudes toward women on female student nurses' reactions to clinical professionals' success and failure. The major hypotheses of the investigation were that the variables of sex, professional status, and outcome would interact such that student nurses would favor success in males and physicians and would favor failure in females and nurses. It was further hypothesized that this would be most apparent in those student nurses who held the most traditional stereotypic attitudes toward women. The experiment employed a 2 x 2 x 2 repeated measures analysis of variance design. The three manipulated independent variables were the ascribed sex (male vs. female) and professional status (physician vs. nurse) of a clinical health care professional stimulus person, and the outcome (success vs. failure) of a clinical decision made by the stimulus person. The dependent measures consisted of semantic differential, causal, and anticipated consequence scales, as well as an attitudes toward women inventory. A verbal cue presented the stimulus person's decision and its outcome. Ninety-seven volunteer female student nurses were randomly assigned to one of four experimental conditions during the same testing sessions. Subjects were given a general introduction to the experiment. They then read and rated the stimulus person in each of two verbal cue situations. The sex and professional status of the stimulus person was held constant across both verbal cues; one verbal cue described a clinical decision which succeeded, and the other described a clinical decision which failed. The combination of stimulus person sex and professional status varied across the four experimental conditions. These combinations were male physician, female physician, male nurse, and female nurse. Perceptions of the personality of the stimulus person were rated on a 25-item semantic differential scale; perceptions of the causal factors responsible for the outcome of the clinical decision were rated on a 5-item causal factors scale; and perceptions of the anticipated consequences which would follow this outcome were rated on an 11-item anticipated consequences scale. When both verbal cues had been read and the stimulus persons rated, subjects completed a 25-item attitudes toward women inventory which has been shown to assess respondents' adherence to traditional vs. nontraditional sex role stereotypes. The hypotheses originally proposed were rejected. However, a more limited and selective type of sex role and occupational role stereotyping by female student nurses was indicated. Results suggested that perceptions of personality were less important than perceptions of causes and anticipated consequences for detecting sex role stereotyping. Sex was a more important variable than status in influencing ratings. The results suggested that males and females who fail were perceived more differently than those who succeeded. Attitudes toward women bore little relationship to the dependent measures. However, there was a significant positive correlation between attitudes toward women and subjects' age. The pattern of ratings suggest that alternative methodologies may prove more effective in evaluating the stereotypes and perceptions of female student nurses. Nursing education curricula changes are recommended to minimize sex role stereotyping. Implications for future research indicate that replication of this research needs to be undertaken among different populations and that different methodological procedures merit consideration.

WE 003 537

Armatage, Elizabeth Kay

The Mother of Us All: The Women in the Writings of Gertrude Stein.

Affil—Toronto Univ. (Ontario).
Pub Date—74
Note—Ph. D. Dissertation
Data Base ID—DAIAPR78; 38-6116-A
Descriptors—*American Literature, *Feminism, Interpersonal Relationship, *Twentieth Century Literature
Identifiers—*Stein (Gertrude)

Gertrude Stein championed the nineteenth-century woman movement publicly in a lecture prepared for a Baltimore women's club in 1898, "The Value of College Education for Women." The unpublished lecture is transcribed in the appendix to this dissertation. Although considerably less radical than C. P. Gilman's "Women & Economics" (1898), from which Stein derived the structure of her talk and many of her arguments, the lecture espoused a conservative but hopeful reform feminism through which women could become "self-respecting human beings." In her subsequent writings, Stein's attitude toward the woman movement shifted dramatically over the course of her career. "Q.E.D." (1903) chronicled her own education in sexual relationships; the analysis was conducted in terms of power, government, and control. "Fernhurst" (1904) explicitly repudiated the woman movement and Stein's earlier assessment of women. "Three Lives" (1909) continued her investigation of women's lives, discussing love relationships in terms of personal power politics, against a backdrop of the concerns of women. "The Portraits" (1908-1912) added a new dimension to Stein's analysis of human relationships, with their discussion of transcendental states. "Lucy Church Amiably" (1927) brought her literary concern with the state of sainthood together with her continuing investigation of the nature of women and reversed the position espoused in the earlier novels. In "Brewsie and Willie" (1946) and "The Mother of Us All" (1946), Stein returned to the nineteenth-century woman movement as a subject. Stein's views had come full circle. The conclusion of her analysis of the politics of men and women, now in institutional as well as personal terms, was similar to that of her earliest novels. However, the causes of the failure of the woman movement were presented in a radically different light. This dissertation argues that although shifts in her attitude toward women occurred regularly throughout her writing career, the nature of women and relationships between men and women–at times presented in a specifically political context–were continuing and predominant concerns in the writings of Gertrude Stein.

WE 003 538

Masters, Ruth Elkins

Perceptions of the Academic Community Concerning Selected Effective Teaching Behaviors of Women Professors in Masculinely-Stereotyped and Femininely-Stereotyped Teaching Disciplines.

Affil—University of Southern California, Los Angeles.
Pub Date—77
Note—Ed. D. Dissertation
Available from—Micrographics Department, Doheny Library, USC, Los Angeles, Calif. 90007
Data Base ID—DAIAPR78; 38-5954-A
Descriptors—Higher Education, *Student Attitudes, *Teacher Behavior, *Women Professors
Identifiers—*Occupational Stereotypes

The major purpose of this investigation was to compare how faculty and students in masculinely- and femininely-stereotyped teaching disciplines, as represented by engineering and home economics respectively, perceived selected teaching behaviors of women professors in their fields. It was assumed that if no stereotyped perceptions existed, engineering and home economics would have perceived their women professors' teaching behaviors similarly. Two sets of questionnaires were devised for faculty and students in engineering and home economics throughout the 19 California state colleges and universities to rate the teaching behaviors of women professors. A total of 647 faculty questionnaires were mailed and the useable response rate obtained was 60.5%. There were 287 engineering and 130 home economics students participating in the research. The statistical procedures utilized to analyze the data were a percentage comparison analysis, the chi-square test, and the t-test. The traditional .05 level of significance was chosen. Findings: 1) There was a large percentage of full professors in engineering and a large percentage of assistant professors in home economics. 2) Home economics was more likely to employ men than was engineering likely to employ women professors. 3) Engineering faculty and students perceived women professors as less effective than home economics faculty and students perceived women professors on the teaching behaviors concerning interpersonal relations, professional manner and overall image of teaching ability. 4) Engineering students perceived women professors as less effective than home economics students perceived women professors on the teaching behaviors concerning clarity, relevance, organization, knowledge, control, and judgment. 5) Engineering faculty perceived women professors as less effective than home economics faculty perceived women professors on the teaching behaviors concerning flexibility, communication, articulation, background, cooperation, initiative, punctuality, and innovation. 6) Engineering rated women professors' teaching behaviors lower than did home economics. 7) Home economics was more apt to employ and have a man as a chairperson than was engineering apt to employ and have a woman as a chairperson. 8) There was a greater tendency for undergraduate females to enter engineering than for undergraduate males to enter home economics. 9) Engineering and home economics perceived women professors as less effective than engineering and home economics females on all 19 teaching behaviors studied. 10) Engineering faculty perceived women professors' teaching behaviors as less effective than did home economics faculty at each professional rank. 11) Personal contact with women engineering professors can make a difference in how women professors are perceived. Conclusions: Nineteen selected women professors' teaching behaviors in masculinely-stereotyped fields tend to be perceived as less effective than women professors' teaching behaviors in femininely-stereotyped fields. Such perceptions can affect the attitudes and decisions of the most distinguished academician and can work, subliminally, to prevent the employment and advancement of qualified women professors in all teaching fields. Recommendations: 1) Systematic investigation should be conducted as to how men professors' teaching behaviors in masculinely- and femininely-stereotyped teaching disciplines are perceived. 2) Research should also be undertaken to ascertain the general perceptions of women professors' teaching behaviors as compared to men professors' teaching behaviors regardless of specific teaching discipline. 3) Institutions should be attentive to masculinely- and femininely-stereotyped teaching disciplines and examine the male/female faculty ratios within such disciplines. If disparity is found, honest attempts should be made to discover whether the reasons are reality-based or whether unsupported stereotypes are working to prevent women from entering masculinely-stereotyped teaching disciplines and men from entering femininely-stereotyped teaching disciplines. 4) Follow-up investigations should be done to determine how the perceptions of women professors' teaching behaviors have changed over time.

WE 003 539

Satterwhite, Irene Lawrence Law

Developing a Bicultural Family Planning Instructional Module for the Chicano Female Migrant Farm Worker in Orange County, New York.

Affil—Columbia Univ., New York, N.Y. Teachers College.
Pub Date—76
Note—152p.; Ed. D. Dissertation
Available from—UMI, Order Number 7804466
Data Base ID—DAIAPR78; 38-4722-B
Descriptors—*Family Planning, *Instructional Materials, Mexican Americans, *Migrant Workers
Identifiers—*Chicanas

Is there a single major dimension in the Chicano migrant woman's lifestyle through which she could successfully challenge a destiny of deprivation and poverty? Addressing that question, the investigator sought to produce a family planning instructional module with a specified population focusing on their perceived needs and requirements by "going to the people" and translating their needs into a visual program which would be relevant to them. The resulting Family Planning Instruction Module (FPIM) was cooperatively produced by the investigator and Chicano migrant farmworker women in Orange County, New York. The objective of the FPIM was acquisition of family planning knowledge. Designed to be completed at one sitting, the module, comprising 34 transparencies with an accompanying test, was given to 64 volunteers. It was preceded by an oral pretest and followed by an oral posttest (same as the pretest). The FPIM was conducted in English and simultaneously translated into Spanish by two Spanish-speaking women. The module included anatomical and physiological illustrations of the female and male reproductive organs and three contraceptive devices–the IUD, diaphragm, and the pill. Sterilization procedures for both male and female were also depicted. Three items of the 10-item Family Planning Test covered anatomy; three, physiology; and four, contraceptive devices. A correlated t-test for significance disclosed that subjects showed significant knowledge gains after the experience with the FPIM. Further, McNemar's test for significance for the individual items of the Family Planning Test showed significant gains in all except one item which asked to identify the purpose of the IUD, diaphragm, and the pill. Additional statistical tests helped to determine the extent to which selected demographic variables were related to posttest scores. All showed a relationship. Age, education, marital status, number of children, and prior family planning exposure were the demographic variables considered. The level of education had apparently negligible impact on the posttest scores and was an unexpected finding of this statistical analysis; that is, there was no significant difference in posttest scores of either the primary or secondary school participants. All subjects did significantly better. Further, younger, single, unmarried females who were better educated scored highest on the posttest, perhaps attributable to this age milieu.

WE 003 540

Stuart, James Edward

Vulnerability to Learned Helplessness and Sex Role Stereotyping in Women.

Affil—Southern Illinois Univ., Carbondale.
Pub Date—77
Note—91p.; Ph. D. Dissertation
Available from—UMI, Order Number 7804315
Data Base ID—DAIAPR78; 38-5047-B
Descriptors—*Cognitive Development
Identifiers—*Learned Helplessness, *Sex Role Stereotypes

The interference with instrumental responding following inescapable aversive events or insolvable cognitive problems has been termed learned helplessness. This study tested for differences in resistence to this effect in men and women. It also tested for differential vulnerability to this effect according to Bem's sex-typed, androgynous classification scheme. Subjects were a heterogeneous group of adults recruited in the Paducah, Kentucky, area. Four subject groups were used–sex-typed males, androgynous males, sex-typed females, and androgynous females. Half of each group was randomly assigned to the experimental condition in which subjects attempted an insolvable 50-problem Levine-type discrimination task before being asked to solve 20 anagrams. The other half of each group was assigned to the control condition, in which subjects viewed (but did not attempt to solve) the Levine-type problems before undertaking the anagram problems. A learned helplessness effect was found across all groups. This study provides further experimental evidence that the learned helplessness effect can be demonstrated using cognitive tasks. Results of this study suggest that sex typing can be a factor in vulnerability to learned helplessness.

WE 003 541

Jacobson, Sheryl Fran

Sex–Role Identity and Sex–Role Attitudes as Related to Achievement Motivation in Women.

Affil—New York Univ., N.Y.
Pub Date—77
Note—141p.; Ph. D. Dissertation
Available from—UMI, Order Number 7803024
Data Base ID—DAIAPR78; 38-5023-B
Descriptors—Academic Achievement, *Achievement Need, *Motivation, *Social Attitudes
Identifiers—*Sex Role Attitudes

The relation between sex role identity and sex role attitudes and the experimental arousal of achievement motivation in women was examined in this study. More specifically, the possible differential effects of two types of experimental arousal, one emphasizing intellectual achievement and the other social achievement, upon the degree of need Achievement elicited in white, middle-class, college women was explored. Also investigated was the influence, if any, of the sex of the stimulus cues (i.e., the gender of the central figure depicted in thematic pictures) used to elicit achievement motivation on females' responses to arousal. It was expected that women with diverse sex role orientations would respond differentially to experimental achievement arousal. One hundred and eighty female undergraduates at Douglass College in New Brunswick formed the sample. Sixty research participants were randomly assigned to each of the three experimental conditions, i.e., control, intellectual-achievement arousal, and social-achievement arousal. After being assigned to experimental conditions, 30 students in each group were randomly assigned to receive female stimulus cues, while the other 30 received male cues. All research participants were administered a pretest TAT n Achievement measure under neutral or control conditions, after which they responded to the Bem Sex-Role Inventory (BSRI) and the Attitudes toward Women Scale (AWS), measures of sex role identity and sex role attitudes, respectively. One week later, research participants were exposed to the experimental treatments and were then given a posttest TAT n Achievement measure. Only research participants present for the two experimental sessions were included in this sample. The results supported the general hypothesis that a woman's sex role identity is related to her level of achievement motivation when responding to intellectual- and social-achievement arousal conditions. However, the hypotheses that women with more masculine sex role identities would show greater n Achievement after intellectual-achievement arousal and that those with more feminine sex role identities would show greater n Achievement after social-achievement arousal were not confirmed. Furthermore, there was a significant interaction between the BSRI masculinity scores and the experimental conditions but in the opposite direction than predicted. That is, the more masculine the woman's sex role identity, the greater her n Achievement after social-achievement arousal, whereas the less masculine the woman's sex role identity, the greater her n Achievement after intellectual-achievement arousal. Femininity of sex role identity was positively related to n Achievement scores, regardless of experimental condition. None of the hypotheses about the relation between sex role attitudes and experimental arousal of achievement motivation was supported. Sex role attitudes as measured by the AWS were unrelated to achievement motivation scores, a finding inconsistent with previous research. A significant interaction was observed between the sex of stimulus cues and the experimental conditions. Male pictures under intellectual-achievement arousal conditions and female pictures under social-achievement arousal conditions resulted in significantly higher n Ach scores than did male pictures under social-achievement arousal conditions and female pictures under intellectual-achievement arousal conditions. The present study provides some insight into the relation between sex role variables and experimental arousal of achievement motivation in women and may prove to be a valuable impetus to future research in this complex area.

WE 003 542

Webster, Sandra Rector

Anxiety as a Function of Differing Sex Role Expectations of Female College Students.

Affil—University of Southern Mississippi, Hattiesburg.
Pub Date—77
Note—92p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802939
Data Base ID—DAIAPR78; 38-5104-B
Descriptors—*Anxiety, College Students, *Marriage, *Self Concept, *Sex Role, *Sex Stereotypes

The purpose of the study was to investigate whether dissonance between self-perception and perception of the kind of woman a man would want to marry would be a source of anxiety to unmarried female college undergraduate students. Subjects were grouped according to their scores on the Maffer Inventory of Feminine Values. Anxiety was measured by scores on the Spielberger State-Trait Anxiety Inventory. One hundred and thirty never married, female, college undergraduates less than 23 years old from the University of Central Arkansas, the University of Southern Mississippi, East Texas State University, and Washburn University, Topeka, Kansas, served as subjects. Subjects were grouped according to their own sex role orientation and their perception of the kind of woman a man would want to marry into one of three groups–feminist/feminist, feminist/traditional, and traditional/traditional. Hypotheses were that both A-State anxiety and A-Trait anxiety of the feminist/feminist group would be lower than any other group; the A-State anxiety of the feminist/traditional group would be significantly higher than the A-State level of the traditional/traditional group; and the A-Trait anxiety of the traditional/traditional group would be higher than the A-Trait level of the feminist/traditional group. A two-way analysis of variance with repeated measures was utilized for the state anxiety data, and a one-way analysis of variance was utilized for the trait anxiety data. Planned comparisons were used to analyze the data. Results indicated none of the hypotheses were significant at the .05 level using analysis of variance; however, the planned comparisons did yield moderately significant results on the A-State anxiety data. The results were discussed in terms of possible relationships with previous studies reported in the literature and with suggestions for future research.

WE 003 543

Reavely, Gail

Adult Attitudes toward Sex-Role Discontinuity in Adolescent and Preadolescent Girls.

Affil—California School of Professional Psychology, Los Angeles.
Pub Date—77
Note—136p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802844
Data Base ID—DAIAPR78; 38-5041-B
Descriptors—Adolescents, Attitudes, *Behavior Standards, *Social Attitudes, *Social Behavior
Identifiers—*Sex Role Stereotypes

The study examined the expectations of adults in our culture toward masculine attitudes and activities in preadolescent and adolescent girls. The specific goals of this study were: 1) To determine whether adults find masculine behavior less acceptable in the adolescent female than in the preadolescent female. 2) To determine whether an adult's sex role identity is related to the acceptance or lack of acceptance of masculine activities in adolescent females as compared with preadolescent females. 3) To determine whether the degree of dogmatism of an adult's belief system is related to the acceptability of masculine behavior in the female adolescent as compared to the female preadolescent. Ninety-two subjects, all of whom were students in a local junior college, were administered the Bem Sex-Role Inventory (BSRI)(1974), the Short Dogmatism Scale (SDS) (Troldahl and Powell, 1965), the Discontinuity Questionnaire (DQ) developed by the author for this study, and a Demographic Questionnaire developed by the author for this study. The students in this sample did not find masculine activities less acceptable for adolescent females than for preadolescent females. However, the subjects rated masculine activities significantly less acceptable than feminine activities for both adolescent and preadolescent girls (p .0009). Neither the subjects' sex role identity nor their degree of dogmatism was significantly related to their acceptance or lack of acceptance of masculine activities in adolescent girls more than preadolescent girls. It was found, however, that there was a significant difference in the rating of the feminine items on the Discontinuity Questionnaire among those with different religious affiliations. Catholics rated feminine items for the preadolescent as significantly more acceptable than the same items for the adolescent. The Protestants made significantly fewer differentiations between what was acceptable for the two ages on the feminine items. This may reflect a more precise differentiation by Catholics of what is age appropriate to a greater extent than Protestants, Jews, or others, and that Protestants differentiate what is age appropriate significantly less. As a part of this study, a new instrument, the Discontinuity Questionnaire, was developed. It was useful for this study but requires further development. Further research is required in order to evaluate the meaning of the findings of this study. It is suggested that other populations be used and that a longitudinal study be done to clarify the findings.

WE 003 544

Johnson-Kaufmann, Lee Ann

The Woman and Community Mental Health: A Study of Community Mental Ideology, Sex-Role Stereotyping, and Program Planning.

Affil—California School of Professional Psychology, Los Angeles.
Pub Date—77
Note—259p.; Ph. D. Dissertation
Available from—UMI, Order Number 78-02831
Data Base ID—DAIAPR78; 38-5024-B
Descriptors—Employment Patterns, *Mental Health Clinics, *Mental Health Programs, Sex Differences
Identifiers—*Sex Role Stereotypes

A California county mental health system is evaluated with respect to attitudes toward sex role stereotyping, community mental health ideology, gender-oriented programs, and the relationship of these attitudes to program planning. Special attention is given to the effect of sex role stereotyping on program priority and program development. Six questionnaires were mailed to all 165 clinical staff of this mental health system and to all 24 members of the Mental Health Advisory Board. Sex role stereotyping of men, women, and patients was measured using three versions of the Broverman Sex-Role Stereotyping Questionnaire. Community mental health ideology was assessed with the Community Mental Health Ideology (CMHI) Scale developed by Baker and Schulberg (1967). To evaluate attitudes toward specific programs, the author developed the LJK Mental Health Programs Questionnaire. A questionnaire was used to collect participant demographic information as well as opinions and suggestions regarding the program planning process of the local community mental health program. The effect of sex role stereotyping on program planning and development is evaluated by a review of the formal program-planning process and the state mandated, annual county Short-Doyle plans for 1971 through 1977. Attention is focused on the level of consideration given women as a mental health target population, community involvement in planning, and the program-planning process in general. The questionnaires were returned by 97 staff (64% of those who received them) and 14 board members (58%). For the analysis, primary variables are sex of staff and professional level, which is divided into three levels–supervisors, professional line staff, and paraprofessional line staff. Secondary variables include age, amount of experience in the mental health field, education, and ethnic background. Statistical analysis reveals a disproportion of men and women in the three professional levels, with very few women at the supervisory level, and a majority of women at the paraprofessional level. Additional analyses indicate that sex role stereotyping is all-pervasive in this mental health system, regardless of position, sex of staff, age, or education. Patterns of sex role stereotyping of women and patients are similar, while men are stereotyped less than either women or patients. There is not a significant correlation found between the CMHI scores and the other dependent variables. The lack of correlation between CMHI Scale scores and Sex-Role Stereotyping scores suggest that the factors influencing mental health ideology are different from those which influence sex role stereotyping. The lack of correlation between the CMHI scores and the traditionality scale scores (from the LJK) suggests that a greater orientation toward a community mental health approach, as measured by the CMHI, does not imply a preference for nontraditional programming. The lack of correlation between the CMHI and the other instruments raises the issue of the validity of the CMHI in 1977. It is postulated that a community mental health ideology scale, developed out of the mental health ideology of the 1950s, is no longer viable and is, in fact, traditional when compared to current mental health ideologies. Based on the mean ratings of the CMHI Scale and the order of ranking of the CMHI Scale items, the relative amount of staff time spent in community activities, as compared to direct services, the emphasis on community involvement in program planning, and the program priorities, this California county is found to have a moderately community-mental-health-oriented mental health system. Neither women nor men are usually considered as a separate target population, which is reflected in the very few programs directed specifically to women or men and their respective needs. This absence appears to be related to the way mental health etiology and treatment is conceptualized and the belief that men's and women's mental health needs can be met by the same general programming. At this stage of our progress toward an egalitarian society, the reality of the existence of sex role stereotyping must be addressed. Perhaps the differing needs of men and women must be addressed separately. This approach offers the advantage of making the differences between the sexes explicit while looking more realistically at the similarities. In turn, the ability of the mental health program to meet the needs of both women and men is increased. Specific programming based on the perspective of gender-as-population will not only reflect but will also serve to direct the redefinition of mental health treatment.

WE 003 545

Moore, Carolyn Boothe

Ego-Strength and Behavior: A Study of a Residential Treatment Program for Delinquent Girls.

Affil—California School of Professional Psychology, Los Angeles.
Pub Date—77
Note—179p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802837
Data Base ID—DAIAPR78; 38-5033-B
Descriptors—Adolescents, *Behavior Change, Delinquent Behavior, *Delinquent Rehabilitation, *Psychological Characteristics, Residential Programs, Social Change
Identifiers—California (Los Angeles), *Dorothy F Kirby Center

The study examined the process by which effective rehabilitation of delinquent adolescent girls occurs. The thrust of the study was two-fold: 1) To evaluate the efficacy of an internationally-acclaimed residential treatment program, known as Dorothy F. Kirby Center, in modifying female delinquent behavior, and 2) to determine if a reduction in delinquent behavior was accompanied by an increase in ego-strength, as psychoanalytic theory would suggest. The study employed a quasi-experimental design, utilizing separate-sample pretest, during-test, and posttest groups. The subjects were 138 delinquent adolescent girls at Kirby Center. They were formed into three treatment groups based upon their exposure to the treatment program. The Impulse, Ego, and Superego (IES) test was used to measure the relative strengths of these intrapsychic variables. The Delinquent Behavior Scale (DBS) was used to evaluate the frequency and severity of reported delinquent behavior. As a validity check, each subject's Probation Officer (P.O.) completed the DBS based upon his/her estimation and/or knowledge of the girls' delinquent behavior. A series of 3 x 2 and 2 x 2 analyses of variance examined for differences between treatment groups. Pearson's r computed the relationship(s) between DBS and IES scores. Analysis of the data relative to reported delinquent behavior indicated a significant reduction in delinquent behavior six months after release from treatment within Kirby Center. This reduction was reported by both the girl and her P.O. In addition, a significant positive correlation was found between these two independent measures of delinquent behavior, thereby increasing the likelihood that the girls' DBS scores were accurate and valid. These findings supported the conclusion that the Kirby Center program was effective in modifying female delinquent behavior in a positive direction. The results were also consistent with the literature investigating the effectiveness of residential milieu therapy in treating delinquent girls. The practical implication of these findings was in providing an increased understanding of the effective treatment of delinquent girls. It was speculated that three aspects of the program were instrumental in the development of a stronger ego and the development of more prosocial behavior–l) the highly structured and disciplined environment; 2) the cottage living plan, utilizing peer-group pressure to facilitate psychological and behavioral change; and 3) the intensive therapy program, which includes peer-group therapy, family conferences, multifamily group therapy and milieu therapy. Although the study predicted that intrapsychic changes would accompany the improvement of delinquent behavior, findings of the current study did not conclusively support this view. While there was indirect evidence of an increase in Superego-strength and a decrease in Impulsivity, this change was not so large as to be "statistically significant." In addition, direct evidence was found that Superego and Impulsivity were significantly correlated with reported delinquent behavior (p .003). No significant differences, however, were found among scores on the psychological variables of subjects in the three treatment groups. These findings were unexpected but may be explained by measurement error, i.e., the lack of sufficient sensitivity of the IES test in detecting true intrapsychic differences with institutionalized delinquent adolescent girls. The failure to find changes in the psychological variables raised the issue of the value of the IES test discrimination compared to other available methods. Not specifically related to the original research hypotheses was the present study's finding which indicated a basic similarity between "status offenders" (601 W.I.C.) and "hardcore delinquents" (601 W.I.C.) in their behavioral, psychological, and demographic characteristics. This finding was consistent with other delinquency research which concluded that there are not really two kinds of delinquent offenders, and may have practical implications for the Juvenile Court system and the Los Angeles County Probation Department which currently have separate policies for dealing with the two types of offenders. Further research is recommended to explore a better method to test the psychoanalytic constructs of Impulse, Ego, and Superego; to utilize a longer follow-up period in which to observe changes in Ego-strength; to revise the Photo Analysis subtest of the IES test to include contemporary photographs of minority members and females; and to investigate the currently changing social climate at Kirby Center using the Correctional Institutions Environment Scale.

WE 003 546

Diamond, Harriet Ann

Suicide by Women Professionals.

Affil—California School of Professional Psychology, Los Angeles.
Pub Date—77
Note—295p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802823
Data Base ID—DAIAPR78; 38-5009-B
Descriptors—Fear of Success, *Professional Personnel, *Role Conflict, *Self Esteem, *Sex Stereotypes, *Suicide, Working Women

This empirical investigation examined the relationship between the high incidence of suicide by women with professional careers and pertinent psychosocial parameters. Of specific concern were the variables of role conflict, and its various facets, marginality, fear of success and stigma, and self-acceptance. The term professional career or occupation was limited to those professions which required culmination of education at the doctoral level, and only those professions which historically have had a small representation of women. Through telephoning and writing professionals within the southern California area, ads and contact with several social service agencies, two groups of women professionals were obtained. The attempter's group (n=14) was composed of women holding or completing a doctorate who had made a suicide attempt within the last 15 years. The subjects in the nonattempter's group (n=23) consisted of women holding doctorates without a history of a suicide attempt. All subjects were administered the California Psychological Inventory (CPI), the Bem Sex-Role Inventory (BSRI), and the Role Conflict Questionnaire. Following the completion of these instruments, the taped face-to-face Role Conflict Interview was conducted in the subject's home or office, as requested. From a review of the literature on development of identity, the establishment of gender identity, role conflict, stigma, marginality, fear of success, women in the labor market, women professionals, and suicide, nine hypotheses were formulated. Seven hypotheses were related to gender identity and sex role conflict issues. None of these hypotheses were supported. However, both groups of women reported the presence of role conflict, marginality, and dissatisfaction with their roles in life. Both groups presented themselves as roughly similar with respect to the parameters of flexibility and self-acceptance. The attempters reported a significantly greater number of role conflicts. They also presented themselves as having a significantly greater number of interrole conflicts as well as a specific type of interrole conflict, conflict between their roles as a woman and as a professional. Seven chi-squares and 18 t-tests were performed. Four significant statistics occurred. The Wilkinson's tables (1953), which give the "Probability the Obtaining N or More Significant Statistics by Chance in a Group of N," were examined. It is beyond chance that 4 significant statistics out of 25 would occur. A stepwise discriminant analysis was performed upon the subjects' responses to the CPI, the BSRI, the Role Conflict Questionnaire, and specific demographic data. The results of the disciminant analysis revealed four variables, which, in combination, as separating the two groups. Those variables were sense of well-being from the CPI, tolerance from the CPI, adult support system, and education. Interpretation of the resultant discriminant function was based upon three theoretical models which appeared to emerge from the review of the literature–psychoanalytic (intrapsychic), role conflict (sociocultural), and developmental (identity). As a result of statistical and methodological weaknesses, the results from this investigation must be interpreted with caution and be viewed as only tentative. However, the most obvious interpretation of the data was that sex-linked attitudes and behaviors do not have an appreciable impact on coping with the stresses and conflicts of being a woman professional. Additionally, the results indicate that these two groups of women professionals are more alike than different. The women professionals in the attempters' group (mean=31.29) were significantly younger than the nonattempters' (mean=38.91). The tentative conclusions from the discriminant analysis do, however, suggest that one of the differences between the attempters and nonattempters was one of style of coping with stress, particularly stress related to the loss of a love object and the increased stress experienced during the training process. Recommendations for revision of the Role Conflict Questionnaire were made. Suggestions were offered for future research, as well as for psychotherapists, educational institutions, and others who come into contact with women who have deviated from the traditional sex role.

WE 003 547

Douce, Louise Ann

Career Aspirations and Career Development of Women in Relation to Adventure Scale Scores of the Strong–Campbell Interest Inventory.

Affil—Minnesota Univ., Minneapolis.
Pub Date—77
Note—217p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802657
Data Base ID—DAIAPR78; 38-5091-B
Descriptors—College Students, Interpersonal Relationship, *Occupational Aspiration, Personality, *Psychological Characteristics, *Risk, Sex Role, *Sex Stereotypes, *Vocational Development

This research investigates the relationship of scores on the Strong-Campbell Interest Inventory (SCII) Adventure Scale to the career aspirations and career development of college women from the major hypothesis that Adventure scores are related to a willingness to risk nontraditional behaviors and roles with uncertain outcomes to the physical and interpersonal security of the individual. Literature is reviewed in two broad areas–career development of women including career salience, occupational stereotypes, marital and family plans, educational aspirations, and parental role model influence; and risk-taking behavior including established approaches, methods, and lack of convergent validity, the lack of the study of women, and risk and career choice. Literature is introduced in terms of the need to isolate individual difference variables related to change in the established sex role patterns and occupational status of contemporary women and discussed in terms of expectations for high Adventure women. Two population samples, 136 University of Minnesota women enrolled in an introductory psychology course and 72 Macalester College former students, participated in this study. The Minnesota undergraduates completed the Strong-Campbell Interest Inventory, the Jackson Personality Research Form (PRF), the Bem Sex-Role Inventory (BSRI), and a Personal Background Survey designed for this study. The Macalester women, for whom SCII Adventure scores from 1969 were available, completed the SCII and a Personal Background Survey. Results indicate that SCII Adventure scores among women are related to a general willingness to take risks, especially physical risks. Relevant personality correlates include PRF negative Haravoidance, Impulsivity, Play, Exhibitionism, and SCII Introversion-Extroversion. Adventure scores are also related to independence in college women; relevant PRF correlates include Autonomy, Dominance, and negative Succorance. These correlates plus the fact that high Adventure women are more likely Androgynous or Masculine and low Adventure women are more likely Feminine (BSRI) suggest that high Adventure women are less sex role bound than low Adventure women. Among career variables, Adventure is most strongly related to a willingness to consider nontraditional careers. Adventure scores do not appear to be related to career salience nor to the importance of work in one's life. Adventure scores are weakly related to the expected age of marriage but are not related to the desired number of children. Finally, Adventure scores are not related to educational aspirations nor to parental role model influence. Results are discussed in terms of interpretation of SCII Adventure scores among women and in the context of suggested further research.

WE 003 548

Pendleton, Linda Rae

Interpersonal Attraction and Anxiety Responses to Female Assertiveness.

Affil—Colorado State Univ., Ft. Collins.
Pub Date—77
Note—126p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802391
Data Base ID—DAIAPR78; 38-5099-B
Descriptors—Aggression, *Anxiety, *Assertiveness, *Interpersonal Relationship, Sex Differences, Sex Role, *Sex Stereotypes, *Social Behavior

This study investigated interpersonal attraction and anxiety responses to female stimulus persons representing four approaches to a heterosexual social interaction–passive, neutral, assertive, and aggressive. In addition, two subject variables were investigated–sex of subject and sex role conformity of subject (androgynous vs. sex-typed personality characteristics). Subjects were 173 males and 239 females enrolled in introductory psychology at Colorado State University. For analyses which included the sex role conformity variable, only subjects whose scores on the Bem Sex-Role Inventory placed them in either the androgynous or sex-typed category were included, yielding a sample of 117 males and 159 females. Each subject viewed a videotaped presentation of one of the four stimulus persons in a brief social interaction with a male role player. Interpersonal attraction was measured by combining the last two items of the Interpersonal Judgment Scale with a trait rating scale consisting of five bipolar adjectives. Anxiety was assessed by the Concept-Specific Anxiety Scale, with male subjects indicating anxiety in response to a hypothetical interaction with the stimulus person and female subjects indicating anxiety in response to imagining themselves behaving like the stimulus person. Results suggested that different female behavior varying in assertiveness has considerable impact upon attraction responses in a heterosexual social interaction, but that the impact of female assertiveness upon anxiety is less clear. Sex role conformity was not, in general, a significant variable influencing either attraction or anxiety responses. Evidence was provided for an ongoing shift among college students from traditional sex role stereotypes to a more androgynous conception of sex role. Two important clinical implications also emerged from results of this investigation: 1) Therapists engaged in social skills training with female clients should encourage the development of assertive dating behaviors. 2) Anxiety reduction techniques and strong positive reinforcement from the therapist may be important ingredients of assertive training for female clients, since even assertive women may view the passive role as more comfortable.

WE 003 549

Izenberg, Shirley Doris

Attitudes toward Women's Roles and Grade and Sex of Adolescents.

Affil—Columbia Univ., New York, N.Y. Teachers College.
Pub Date—78
Note—96p.; Ed. D. Dissertation
Available from—UMI, Order Number 7807042
Data Base ID—DAIMAY78; 38-6536-A
Descriptors—Adolescents, Age Differences, Sex Differences, *Sex Role, *Student Attitudes

In an attempt to determine the dimensions underlying the attitudes of adolescents toward women's roles, a questionnaire, Attitudes Toward Women's Roles, designed by Hawley (1970) for use with college women and revised for use with adolescent females, was administered to 499 adolescents in grades 8, 10, and 12 in a school district in the metropolitan New York area. The responses were factor analyzed and the resulting matrix subjected to varimax orthogonal rotations. Three chief factors were found and labeled–woman as equal, woman as competitor, and woman as ingenue. A two-way analysis of variance was performed for each factor in order to investigate the relationship between adolescents' grade, sex, and attitudes toward women's roles. The Scheffe technique was also employed to determine the significance of the differences in means at the various grade levels. Scores of the 12th grade students were found to be significantly lower than those of the 8th graders on all three factors. Since lower scores on the attitude survey indicate a less traditional attitude toward women's roles, it was concluded that the students in grade 12 had less traditional attitudes toward the three roles in which they saw women than did the students in grade 8, and that students' attitudes toward these roles were increasingly more egalitarian in grades 10 and 12. Similarly, since the scores for the females were lower than those for the males at all grade levels, it was further concluded that the females had less traditional attitudes on all three factors at every grade level than did the males. Inasmuch as the convention in using the Hawley scale has been to use the scores obtained on the entire test, a two-way analysis of variance was performed on the total scores, and the Scheffe technique was again applied to determine the significance of the difference in means at the various grade levels. It was noted that students in grade 12 had significantly lower scores on the entire test than did the students in grade 8. As lower scores are indicative of less traditional attitudes toward women's roles, it was concluded that 12th grade students had less traditional attitudes toward women's roles than did students in grade 8, and that students' attitudes toward these roles were increasingly more egalitarian in grades 10 and 12. Since scores for the females as a group were likewise lower than those for the males, it was also concluded that the females had less traditional attitudes toward women's roles at all grade levels than did the males. It was further noted that adolescents' attitudes toward women's roles differ first as a function of sex, and secondly, and somewhat less so, as a function of grade level.

WE 003 550

Keefe, Susan Elaine

Women in Power: Anglo and Mexican American Female Leaders in Two Southern California Communities.

Affil—California Univ., Santa Barbara.
Pub Date—74
Note—391p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807025
Data Base ID—DAIMAY78; 38-6800-A
Descriptors—*Anglo Americans, *Community Leaders, Ethnic Groups, *Mexican Americans, *Political Power, Political Socialization
Identifiers—*Political Participation

Studies of community politics have not dealt with the participation of women. Yet, women often control significant amounts of power as socioeconomic elites, and many women from ethnic minority groups gain influence employed in brokerage jobs. In addition, women can exert influence as a separate female segment of the power system. This study is an analysis of Anglo and Mexican American women who exercise power in their community–their political socialization, leadership role, and networks of power. Two communities were chosen with contrasting types of Mexican American political leadership. In one town, upward mobility has been associated with the loss of ethnic identity, and Mexican American political leadership consists of transient college students and professionals and agency employees who service the ethnic minority. In the second community, Mexican Americans have achieved upward mobility while retaining their ethnic identity, and political leadership is made up of indigenous ethnic elites. Mexican Americans have had more political success in this second town. In both cities, the Mexicans are primarily active in their ethnic community, while Anglos dominate in the political arena at large. The Anglo female leaders in both towns are influential due to their high socioeconomic status. They become leaders through voluntary civic work in community organizations and in appointive city and school district offices. Similarly, in the community where upwardly-mobile Mexican Americans have retained their ethnic identity, the Mexican women in power are socioeconomic elites active in voluntary service on behalf of their ethnic group. In the town where Mexican American elites shed their ethnic identity, female leadership positions are filled by women employed as brokers in agencies serving the ethnic minority. Occupational status determines the influence of these women who are introduced to community work through their jobs. The leadership role assumed by women is a demanding one. Political participation in a leadership capacity requires the investment of a considerable amount of time and money. These costs tend to restrict the recruitment of female leaders to elites and women employed in high level or brokerage positions. In addition, familial role constraints tend to limit leadership to women with approving husbands, school-age children, and undemanding amounts of housework. Analysis shows female leaders use 13 major kinds of resources to gain power and influence decisions in the major activity spheres of education, social welfare, local government, and partisan politics. They also wield power as political brokers, directly controlling the resources of others. As leaders, these women interact primarily within a female power subsystem in local politics, participating mainly with other influentials of their own sex and supported by a predominantly female constituency. With the backing of a female power subsystem, women can exert significant influence in the community at large. Previous studies of community power structure have not recognized the existence of this female substructure because of the tendency to begin with male informants, thus uncovering only the male political network. Cross-cultural evidence indicates the widespread nature of the female power subsystem. Network analysis is used to establish the type of power structure found in the female leadership component of each ethnic group in the two communities. The differences in the political networks indicate the need to use the concepts of elite and plural power structures as ideal types at the opposite poles of a structural continuum. The Anglo female leaders from one town have the most elite power system, while the other Anglo female community has the most plural political structure. Both of the Mexican American networks of female leaders are between these two extremes. The use of networks thus brings together the two major theories of community power structure which differ mainly on the extent of interconnection of people in power.

WE 003 551

Jody, Nina

Production, Reproduction and the Status of Women.

Affil—State Univ. of New York, Stony Brook.
Pub Date—78
Note—155p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806886
Data Base ID—DAIMAY78; 38-6800-A
Descriptors—Economics, *Reproduction (Biology), Sex Differences, *Sex Role, Working Women
Identifiers—*Dominance, *Sex Role Attitudes

This dissertation examines the current economic explanation for asymmetrical relations between the sexes as an example of the male dominance it purports to explain. Recent anthropological work accounts for the inferior status of women by using a theoretical orientation derived from historical materialism. This work focuses on the division of labor and separation of social spheres as the critical factor in determining female status. It is suggested that this theoretical orientation is inadequate for explaining or predicting female status since it focuses only on the activities which men dominate and takes women into account only in inferior positions. Reproduction, according to the materialist orientation, curtails female economic activities and hence is a liability in women's attainment of positions of public power and status. Practical proposals for the elevation of female status view the elimination of such liabilities as a prerequisite for sexual equality. Since the distribution of reproductive functions is the primary point of differentiation between men and women, and reproduction represents the activities and sphere which women dominate, the goal of sexual equality is predicated on the attempt to erase differences between the sexes. This paper argues that this perspective represents an example of a widespread sex role ideology which elevates male roles and denigrates activities and attitudes which differentiate women from men, particularly in respect to female reproductive roles. The ignorance of the role of reproduction on a theoretical level represents an unwillingness to accept real differences between the sexes, based on the implicit assumption that male behavior serves as the standard for both sexes. It is argued that whereas it may be possible to discount reproduction on a theoretical level, it remains a critical condition of female experience. Attempts to ignore this role of women, and to promote male roles as the sine quo non of female liberation, destine women to a perpetual secondary status.

WE 003 552

Montgomery, Charles Ledford, Jr.

The Effects of Androgyny and Message Expectations on Resistance to Persuasive Communication.

Affil—Florida Univ., Gainesville.
Pub Date—77
Note—115p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806734
Data Base ID—DAIMAY78; 38-6398-A

Descriptors—*Androgyny, *Changing Attitudes, *Expectation, Literature Reviews, *Persuasive Discourse, Sex Differences, Sex Role, *Verbal Communication

A review of the literature suggests several key factors in the resistance to persuasion process. Receivers must be made aware of the existence of an impending persuasive message. Defenses against the impact of the coming message must be available. Receivers must be motivated to use available defenses. Receivers must be given the opportunity to build defenses against an attack message. Finally, when motivated to defend themselves, receivers often produce counterarguments which they use to combat the appeals in the attack message. The literature also reveals that while attitude change researchers have paid close attention to receiver variables, those who have studied resistance to persuasion have not been so careful. More specifically, few resistance studies have considered the sex of the subjects in their theoretic formulations, and no resistance to persuasion researchers have investigated the effects of sex role orientations on individuals' abilities to resist persuasive discourse. Since sex role stereotypes are pervasive and commonly held in this society, this study uses them as a basis for operationally defining the basic principles in the resistance to persuasion paradigm. It is argued that differing levels of threat and motivation will affect receivers' productions of counterarguments. Two hypotheses are tested. First, there will be an interaction between expectancy and the sex typing of the receiver and source of a persuasive message such that: 1) Given traditional receivers, unexpected messages from traditional sources will elicit more resistance to persuasion than expected messages, while expected messages from nontraditional sources will elicit more resistance to persuasion than unexpected messages. 2) Given nontraditional receivers, expected messages from traditional sources will elicit more resistance to persuasion than unexpected messages, while unexpected messages from nontraditional sources will elicit more resistance to persuasion than expected messages. 3) Given traditional sources, expected messages will elicit more resistance to persuasion from nontraditional receivers than traditional, while unexpected messages will elicit more resistance to persuasion from traditional receivers than nontraditional. 4) Given nontraditional sources, unexpected messages will elicit more resistance to persuasion from nontraditional receivers than traditional. Second, given traditional receivers, males will demonstrate more resistance to persuasion than females. The experiment is a 2 x 2 x 2 x 2 design. The factors are sex; receivers' sex role; traditionally sex-typed versus nontraditionally sex-typed; sources' sex role; traditionally sex-typed versus nontraditionally sex-typed; and sex role related message expectations, expected message versus unexpected message. The dependent variable is resistance to persuasion and is measured on a four-item, seven-interval, semantic differential-type instrument. Receivers' sex roles are measured with the Bem Sex-Role Inventory. Manipulation checks include threat scores, expectancy scores, anticipatory attitude change measures, and credibility measures. These measures have sufficiently high internal reliabilities. Proper control comparisons are made. The procedure involves inducing source characteristics, suggesting the existence of an impending persuasive message, and creating expectations concerning the content of the message. The first hypothesis is confirmed; the second hypothesis is not. A significant three-way interaction indicates that receivers' sex roles, sources' sex roles, and sex role related message expectations combine to be important mediators of resistance to persuasion. The exaggeration effect of positive versus negative violations of expectancies is also found. The results of the threat and expectancy scores indicate support for the deductive model developed in the theoretic rationale. The results of the other manipulation checks reveal that credibility and anticipatory attitude change can be ruled out as competing explanations for the results.

WE 003 553

Dinuzzo, Theresa Maria

Effects of a Group Career Counseling Model on Vocational Maturity and Personal Growth of Female Undergraduates over Age 25.

Affil—Florida Univ., Gainesville.
Pub Date—77
Note—162p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806690
Data Base ID—DAIMAY78; 38-6529-A
Descriptors—Career Choice, College Students, Group Counseling, Self Esteem, *Vocational Counseling, *Vocational Maturity
Identifiers—*Reentry Students

Societal and technological influences have created a renewed interest in the concept of education over the total life span. This, in turn, has led to the influx of older students to the college campus. Among this new population can be found a large increase in the number of female undergraduates over the age of 25 (defined as mature women students for the purpose of this study). Research evidence supports the fact that these women exhibit certain personal and career development needs which differ from those of their younger counterparts. What is the counselor's role in facilitating the mature woman student's transition from home to school and work after a period of absence? What counseling intervention model is the most effective vehicle through which such assistance can be channeled? Several group career counseling models have been beneficial in easing the adjustment of the mature woman student to the academic world. Based on a review of these programs, as well as a theoretical consideration of the career development needs of the mature woman student, a four-week Career/-Life-Planning Workshop was developed for use in this study. The dimensions of the model include self-assessment, occupational information, decision making, and job skills development. The effects of this model on vocational maturity, self-esteem and self-confidence, degree of conformity, degree of personal effectiveness, degree of personal integration, and perception of career development needs were evaluated by means of a randomized control group pretest-posttest research design. A total of 65 mature women students drawn from the population of female undergraduates over 25 at the University of Florida comprised the sample, which was assigned randomly to experimental and control groups. Pre/post analysis was made using the Adult Vocational Maturity Inventory, the Vocational Preference Inventory, and a questionnaire developed by the experimenter, the Career Development Needs Survey. Results of the study confirmed that upon completion of the Career/Life-Planning Workshop, the experimental group manifested a significant increase in vocational maturity, self-esteem and self-confidence, and personal integration; a significant decrease in degree of conformity; and a significant decrease in perception of need for academic advisement, vocational counseling, personal counseling, better understanding of vocational interests and values, job opportunity information, information about the use of skills acquired from life experience, skills in problem solving, decision making, interpersonal communication, resume writing, and job interviewing, communication with other returning women students, job placement strategies, and information about expanding roles for women. The control group, which did not participate in the workshop, did not exhibit similar positive outcomes. This group manifested a significant decrease in vocational maturity and personal effectiveness, as well as a significant increase in perception of the need for academic advisement and improved study skills. The findings of this study suggest that: 1) The personal and career development needs of the mature woman student cited in the research do exist and are concerns to which counseling may be applied. 2) Short-term group career counseling, based on the dimensions of self-assessment, occupational information, decision making, and job skills development, is the intervention model shown to be effective in meeting these needs. 3) The combined effects of counselor facilitation and mutual group support proved to be beneficial in promoting positive personal change. Implications for counselor preparation, university programming, and accountability for continuing education follow from the findings of this study.

WE 003 554

Rotella, Elyce Jean

Women's Labor Force Participation and the Growth of Clerical Employment in the United States, 1870–1930.

Affil—Pennsylvania Univ., Philadelphia.
Pub Date—77
Note—348p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806638
Data Base ID—DAIMAY78; 38-6854-A
Descriptors—*Clerical Workers, *Employment Patterns, Labor Force, *Manpower Needs, Social History, *Working Women

This study describes and analyzes changes in women's participation in the U.S. nonagricultural labor force from 1870 to 1930 and investigates the importance of expanding clerical employment for explaining the position of women in the labor market. Aggregate and city level data from the U.S. Census of Population are used to examine the demographic and occupational structure of the female nonagricultural labor force. Earnings, by sex, for cities in 1890 and 1930 are estimated from the manufacturing censuses and from a 1929 survey of clerical wages. The demographic and earnings data are used to analyze cross-sectional variation among cities in female participation in the total labor force and in the clerical labor force. A Mincer-type model of female labor supply is tested by estimating participation equations using OLS multiple regression techniques for the 1890 and 1930 cross sections. Occupational participation equations are used to measure the relationship of women's participation in clerical employment to earnings, education, and job availability. The changing demand for clerical labor is analyzed by using the theory of derived demand to organize a discussion of the historical forces which led to greater demand for clerical outputs and clerical inputs. Industrial distributions of clerical employment for 1870, 1880, 1910, and 1930 allow the measurement of the portion of total clerical employment growth due to production function changes within industries and the portion due to changes in the structure of final demand. The analysis of women's changing role in clerical employment focuses on the increase in educational attainment over the period and on the effect of technological change in office production on skills required of clerical labor. A human capital model based on distinctions between firm-specific and firm-general skills is used to explain the relationship between technological change and women's employment in clerical work. Young, unmarried, native-born, white women were found to dominate the female labor force throughout the period. Women clerical workers came almost exclusively from this group. The regression analysis of labor force participation found the standard household production-oriented model of female labor supply work best to explain the actions of married women in 1930 and single women in 1890. These findings reflect the development of modern patterns of female labor force participation and lead to the conclusion that the increase in the supply of women to the labor force from 1870 to 1930 was related closely to the decline in the responsivenesss of single women to family economy variables. The largest portion of the growth in total clerical employment was due to changes in the propensities of industries to employ clerical labor (production function changes). A major cause of this was the reduction in the unit cost of clerical output due to technological change. The dramatic increase in women's share of clerical employment was due to both supply and demand factors. Long run growth in women's participation in clerical work was related to increases in the supply of educated young women to the labor market. The time pattern of change in women's share was related closely to technological changes in office production which reduced the firm-specific skill component of clerical work and thereby stimulated the hiring of young, educated women with high expected turnover.

WE 003 555

Dye, Judith LeVett

For the Instruction and Amusement of Women: The Growth, Development, and Definition of American Magazines for Women 1780–1840.

Affil—Pennsylvania Univ., Philadelphia.
Pub Date—77
Note—246p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806576
Data Base ID—DAIMAY78; 38-6791-A
Descriptors—*Literature Reviews, Mass Media, *Periodicals, *Social History, United States History

To the American Fair. To the Fair Daughters of Columbia. For the Ladies. With such phrases, editors and publishers introduced a select group of periodicals to their readers during the years between 1780 and 1840. These periodicals were American magazines addressed to women, magazines with support from an audience acknowledged to be composed, at least in part, of women. Some of these American magazines for women were addressed to both men and women; others were designed principally for women. Some were issued weekly; others were published on a monthly basis. Some were edited by women; many were edited by men. Some of these early magazines were successful; many were not, and not a few failed to find sustenance for even one year. This essay is a descriptive study of 30 of these periodicals for women, from the "New York Weekly Museum" (1788) to the eminently successful "Lady's Book" (1830). How did the editors of these magazines perceive their audience? How did they define their task and their publications? How were the image and role of women presented in these magazines? These are the questions raised by the study and answered through a descriptive, content analysis of systematically selected issues. Magazines for women during this period were miscellanies–collections of essays, stories, anecdotes, poems, and news. Diversity and variety characterized the offerings. Controversy of any sort–religious, political, economic, social–was consistently avoided. The avowed purpose of most of these periodicals was to amuse and to instruct the reader. To this end were stories, essays, anecdotes, poems, and the like gathered into a magazine which could offend few. A few editors, notably Sarah J. Hale, took their task more seriously, emphasizing the formation of female character throughout the material printed in their periodicals. Although the issue of woman's role was not emphasized, it was not ignored. Discussions of woman's moral obligations, her education, her behavior and dress were included in most periodicals. On one issue the magazines tended to agree–the world of a woman was a domestic world; the editors emphasized the contributions made by women as companions to their husbands, mothers to their children, and as responsible moral beings. Not surprisingly, courtship fiction proved to be the most popular fictional formula. Many were true-love stories based on the complications of parental disapproval, villains, illicit love, seduction, and the like. Few of these stories were explicitly didactic; however, the emphasis on the moment of marital choice was clear. The transfer of a woman's allegiance from father to husband was a transfer of great importance and was examined, in all its multiple manifestations, in the courtship fiction published. The pattern of diversity, amusement, and light instruction set within a framework of domesticity was well-established by 1840. Indeed, this pattern of content of a woman's magazine established in the early nineteenth century endured well into the second half of the twentieth century.

WE 003 556

Phillips, Linda Lee

Mentors and Proteges: A Study of the Career Development of Women Managers and Executives in Business and Industry.

Affil—California Univ., Los Angeles.
Pub Date—77
Note—190p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806517
Data Base ID—DAIMAY78; 38-6414-A
Descriptors—*Administrative Personnel, Career Ladders, *Management Development, Vocational Development, Working Women

This study describes the career development of a representative sample of women managers and executives in American business and industry, including their career patterns, factors contributing to their success, career obstacles, and the influence of significant others on their lives and careers. A total of 331 women participated in a national survey, and 50 of the women were also interviewed in New York City and Los Angeles. Additional data were gathered on 2,312 women managers and executives listed in public business directories and other published sources. Most of the women have had Double Track career patterns, that is, they have combined full-time employment with marriage, family, and homemaking responsibilities. The five factors named as most helpful to their career success include being competent, having strong drive and determination, gaining knowledge in school and other courses, having good personalities, and being sponsored or groomed by another person. The women have faced obstacles in their careers, although most consider these obstacles to be minor rather than major ones. The most common include employer discrimination, coworker resentment, and the personal feeling of the women that they needed more academic degrees or credentials. The women managers' and executives' adult lives seem to fall into seven stages–Leaving the Family (18-22 years), Reaching Out (23-28), Questions, Questions (29-34), Mid-Life Push (35-44), Renewal vs. Resignation (45-54), Reexamination (55-64), and Integrity (65 years and beyond). Significant persons have influenced the women's lives and careers during each adult stage. Asked to name the most influential persons in terms of their career development, the women named male bosses, husbands, and both parents. The women have also experienced stages in their careers similar to those identified by P. H. Dalton and G. W. Thompson in their research on engineers and other technical experts. They include: Stage I–Apprentice, Stage II–Individual Contributor, Stage III–Mentor, and Stage IV–Policy Influencer. One of the main purposes of the study was to explore the effect that significant others have had on the women's careers. In particular, the study focused upon the concept of "career mentoring," the help given by someone (mentor) to an individual (protege) in order to help the protege define or reach his or her life goals. On the questionnaire survey, 61% of the women stated that they had had one or more career mentors during their lifetimes. The interviews revealed that mentoring is even more common when primary and secondary mentors are identified. Primary mentors are seen by their proteges as going out of their way to help and as caring personally about the well-being of the proteges. They are perceived as being rather altruistic, as taking risks, "going out on a limb," and making sacrifices for the proteges. Secondary mentors, although also helpful in career development, are perceived as doing their helping as part of their duties or to benefit themselves more than the proteges. Relationships are seen as more "businesslike," sometimes with strings attached, and there is less caring or risk taking. The difference between primary and secondary mentors depends entirely upon the perception of the protege, not on the perceptions of the mentors or outside observers. The career mentors described by the women include "traditional" mentors, supportive bosses/partners, corporate sponsors, invisible godparents, peer strategizers, mobile superiors, professional mentors, patrons/matrons, career role models, and favor doers. Based upon the findings of this study, a number of recommendations are made concerning the strategy of career mentoring. These recommendations are directed to individuals who want to further their careers and to their potential helpers, such as counselors, teachers, managers, parents, employers, and others. Finally, some suggestions for "institutionalized" mentoring programs are presented for the use of businesses, professional organizations, or other groups interested in seeing mentoring take place on a wider, more systematized basis. Mentoring is seen as one valuable component of an overall career development program.

WE 003 557

Bickling, Dorothy Inez

Sex Role Stereotyping by Public Secondary School Counselors.

Affil—Auburn Univ., Ala.
Pub Date—77
Note—138p.; Ed. D. Dissertation
Available from—UMI, Order Number 7806074
Data Base ID—DAIMAY78; 38-6526-A
Descriptors—*Counselor Attitudes, Public Schools, *Secondary School Counselors
Identifiers—*Sex Role Attitudes, *Sex Role Stereotypes

Sex role stereotyping by public secondary school counselors who were members of the American School Counselor Association (ASCA) division of the American Personnel and Guidance Association (APGA) was investigated. This study was undertaken to determine if these counselors held different concepts of mental health for men and women as compared to their concept of health for adults, sex unspecified. In addition, demographic date were obtained and analyzed to aid understanding of attitudes toward individuals described only as a "healthy, mature, socially competent female," "...male," or "...adult," sex unspecified. Sex and APGA region of the country were used to stratify the random sample. Data were collected from this nationwide sample of 788 public secondary school counselors using the Stereotype Questionnaire, which was developed by Broverman et al., and a background data sheet from which 26 independent variables were derived. A return of 82% was received with 72%(n=570) usable and was subjected to multiple regression analysis. A prediction equation for attitudes toward males and adults could not be derived. A prediction equation for attitudes toward females accounted for 57.944% of the variables entering the regression equation with significance. Sex of the counselor and mothers' educational level were significant at the .01 level, while years of counseling experience and location of the school were significant at the .05 level. All other variables were not significant. All variables in the model produced a multiple correlation, multiple R of 0.76121, thus accounting for 57.944% of the variance in the score describing females. A shift in attitudes toward women was found when comparing the results of this study and other similar studies. Women counselors did not stereotype women and the degree of sex role stereotyping of women by male counselors had lessened. Male counselors, as well as female counselors, described males in superadult terms. These counselors, both male and female, tended to view the sex other than their own in more stereotyped ways.

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WE 003 558

Pierce, Linda Lou

Sex Differences in Persuasion: Topic Bias and Social Normative Female Role Influence.

Affil—Kent State Univ., Ohio.
Pub Date—77
Note—173p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806064
Data Base ID—DAIMAY78; 38-6400-A
Descriptors—*Bias, *Persuasive Discourse, *Sex Differences, *Social Behavior, Verbal Communication

During the 1970s, the women's movement heightened its campaign for equality between the sexes. Questions about sex differences in communication behaviors emerged with new interest. The primary purpose of this study was to investigate the area of sex differences in persuasion. Previous research seemed to show that men were generally more effective persuaders than women, and that women were more persuadable than men. Two variables were not systematically examined for their effect on credibility and persuadability in the past research–sex biased topics and social normative female role attitudes. The resultant three hypotheses were: 1) Topics biased in the direction of the gender of the source will enable the biased sex source to be evaluated as a more credible source. 2) Topics biased in the direction of the gender of the receiver will enable the biased sex receiver to be less persuadable. 3) Social normative female role attitudes will interact with topic bias and with the sex of the source in credibility evaluations and in attitudes of the receivers. The design of this research was Randomized Blocks utilizing a 2 x 2 x 2 x 2 factorial design. The independent variables were sex biased topics, sex of source, sex of receiver, and attitudes toward female roles. The dependent variables were source credibility evaluations and attitudes toward the message. During spring quarter 1977, over 700 Kent State University and Hiram College students were pretested to assess normative female role attitudes. Of these students, 610 subjects completed an assigned experimental treatment. The four treatment conditions were a male biased topic (antiballistic missile system) with a male or a female source, and a female biased topic (expression of emotions) with a male or female source. Following their reading of the messages, subjects indicated their perceptions of the credibility of the source and their attitudes toward the topic on semantic-differentiation-type scales. Hays' method of planned comparisons failed to show support for the expected male source superiority on the male biased topic. However, Hays' method indicated that the female source was significantly more expert and more dynamic than the male source on the female biased topic. The five four-way analysis of variance tests, using the credibility measures, indicated significant main effects in the factors of topic and female role attitudes. Hays' method of planned comparisons showed support for greater female persuadability on the male biased topic. No difference between male and female receivers was observed on the female biased topic. The Dunnett t-tests revealed no attitude change on the male biased topic but significant attitude change on the female biased topic, with female receivers being responsible for the change. Additional Dunnett t-tests indicated attitude shifts when considering each topic by sex of source for male and female receivers. The four four-way analysis of variance tests, using the persuadability measures, indicated a significant main effect in the factor of topic. A significant main effect for sex of source was noted on the dependent measure of attitude-object scores. Significant double interactions between topic and female role attitudes and between topic and sex of receiver were observed on three dependent measures of attitude. The Newman-Keuls a posteriori procedure indicated that female receivers responded to the male biased message more favorably than male receivers, and that persons with liberal female role attitudes responded more favorably to both messages than did persons with conservative female role attitudes. Since hypothesis 1 centered on sex differences in credibility evaluations by topic bias, only limited support was gathered. Hypothesis 3 focused on interaction among topic bias, sex of source, and female role attitudes. Strong support for part of this hypothesis rested with the persons with liberal female role attitudes and their lack of source preference on the male biased topic. Persons with conservative female role attitudes evaluated the female source as more expert on the female biased topic. The second hypothesis focused on receiver persuadability as a determinant of the sexual bias of the topic. Males were less persuadable than females on the male biased topic, as expected. Contrary to the second hypothesis, females were more persuadable than males on the female biased topic. Hypothesis 3 was also partially supported in that female role attitudes did interact with topic bias and sex of source. Persons with liberal female role attitudes indicated no source preferences. Persons with conservative female role attitudes were not more persuaded by the female source on the female topic nor by the male source on the male topic.

WE 003 559

Mounts, William Stewart, Jr.

An Analysis of the Full–Time/Part–Time Work Choice and Wages of Married Women.

Affil—Georgia Univ., Athens.
Pub Date—77
Note—121p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806023
Data Base ID—DAIMAY78; 38-6832-A
Descriptors—Age Differences, Career Choice, Labor Force, *Wages, *Working Hours, *Working Women
Identifiers—*Married Women

The principal data source was the Survey of Economic Opportunity Tapes. The work choice (defined as part-time vs. full-time) of married women was placed within the general theory of choice as it has been developed in the literature. Probit and logit techniques were used to obtain model estimates. The findings suggest that a woman's age, race, education, marital background, and number of preschool children are significant determinants of the work decision. The final section of the research tested whether the earning functions of women with differing degrees of labor force participation are significantly different. Two wage equations were developed for full-time and part-time workers. The general model followed a human capital, life cycle framework. Multiple regression analysis and tests for homogeneity between two sets of coefficients were the statistical techniques employed. The results supported the a priori hypothesis that the earning functions of part-time and full-time workers are significantly different.

WE 003 560

Rigney, Barbara Hill

Madness and Sexual Politics in the Feminist Novel: Studies of Charlotte Bronte, Virginia Woolf and Doris Lessing.

Affil—Ohio State Univ., Columbus.
Pub Date—77
Note—148p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805913
Data Base ID—DAIMAY78; 38-6749-A
Descriptors—*Characterization, Individual Psychology, *Literary Criticism, Novels, Political Attitudes, *Psychological Patterns, Psychosis, Social Psychology
Identifiers—Bronte (Charlotte), *Feminist Criticism, Jane Eyre, Lessing (Doris), Woolf (Virginia)

The psychoanalytic approach to literary criticism is a well-established subject of inquiry. However, a greater part of the feminist movement has considered modern psychology to be both a product and a defense of the status quo, a patriarchal society. "Madness and Sexual Politics in the Feminist Novel" attempts to reconcile feminism and psychology in the area of literary criticism–to find examples in literature of the relationship between madness and the female condition. Charlotte Bronte's "Jane Eyre," Virginia Woolf's "Mrs. Dalloway," and Doris Lessing's "The Four-Gated City" can all be considered feminist novels, and all three depict insanity in relation to sexual politics. A point in common is the portrayal of a patriarchal social system, a universe dominated by masculine energy, which, in itself, manifests a kind of collusive madness in the form of war or sexual oppression, and is thereby seen as threatening to feminine psychological survival. In each of the three novels, the female protagonist is juxtaposed to a "doppelganger" who has, in one way or another, been driven to madness by some oppressive, masculine force, either social or individual. The doppelganger can be seen as the insane self, an extension of the protagonist who herself can be regarded as sane only by degree. Each protagonist functions in her society but is consciously or subconsciously aware of her tenuous hold on sanity and of her identification with the doppelganger. Each novel is also a study of an alienated female consciousness in opposition to a male society or to individual male authority figures, whether father, husband, or psychiatrist. Each protagonist rejects the father figure and embarks on a search for the metaphoric mother, who, ultimately, is to be found only within the self in the form of a feminist sense of self-worth.

WE 003 561

Fonow, Mary Margaret

Women in Steel: A Case Study of the Participation of Women in a Trade Union.

Affil—Ohio State Univ., Columbus.
Pub Date—77
Note—302p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805841
Data Base ID—DAIMAY78; 38-6971-A
Descriptors—Feminism, Industrial Personnel, *Labor Unions, *Steel Industry, Union Members, *Working Women
Identifiers—*Political Participation, *Womens Liberation Movement

This dissertation examines the participation of women steelworkers in their union, the United Steelworkers of America, and in the broader trade union movement. Because the employment of women in the production of basic steel is a recent phenomenon and there is little research on women's participation in industrial unions, the researcher employed the qualitative exploratory case study approach. The methodological procedures utilized in the collection of data were participant observation, intensive interviews, specialized interviews, content analysis of relevant documents, and a good deal of social interaction in the field. An in-depth analysis of women's participation in one particular steel local is provided. This information is supplemented with participant observation and interviews from a number of national and state labor events. These include the 18th International Constitutional Convention of the United Steelworkers of America, the 2nd National Constitutional Convention of the Coalition of Labor Union Women, and a state AFL-CIO Conference on Women. Two categories of variables were identified from the sociological literature on union participation, and a number of hypotheses are proposed. Examined were job-related features and union-related features. A third category of variables, women's-movement-related features, represents an original contribution. This category examined the relationship between such features as consciousness of sex discrimination, character of relationships with other women steelworkers, identification with the goals and objectives of the women's movement, and attitude towards the women's movement. The conceptualization of participation was broadened to incorporate two types of participatory mechanisms. The first type, formal participation, represented the participatory mechanisms prescribed by union rules and regulations. The second type, alternative participation, represented forms of participation initiated by the general membership forms which are generally aimed at changing union policy or decision-making practices. Of particular interest was the development of women's organizations within the labor movement. Considerable attention is given to the origins, structure, and function of one such organization, the Coalition of Labor Union Women. An attempt is made to evaluate the impact of women's participation on union policy. The dissertation also contains a detailed historical overview of women's participation in the general U. S. trade union movement. This information is provided in a special appendix. Specific historical and background information on women in the steel industry is provided in the body of the dissertation. In general, it was found that many of the job-related features employed in previous studies to explain union participation were not useful in explaining women's participation. In part, this resulted from an overreliance on seniority as an indicator of many job characteristics. Because women are the newest category of workers in basic steel, they have little seniority. Consequently, the relevancy of many of the job-related features are called into question. There appeared to be few gender differences with the union-related features. The women's-movement-related features were fruitful in describing and analyzing the participation of women. Women participants had a high level of consciousness about sex discrimination on the job, preferred to work with other women, identified with many of the goals and objectives of the women's movement, and had a positive overall attitude toward the women's movement.

WE 003 562

Angel, Robert Stephen

Sex-Role Preferences of Young Cerebral Palsied Children.

Affil—Arizona Univ., Tucson.

Pub Date—77

Note—62p.; Ph. D. Dissertation

Available from—UMI, Order Number 7805678

Data Base ID—DAIMAY78; 38-6641-A

Descriptors—*Cerebral Palsy, *Handicapped Children, Racial Differences, Sex Differences, *Sex Role

By using a toy preference test, the study attempted to determine whether children with cerebral palsy have a preference for their own sex role, that of the opposite sex, or no clear preference for either role when compared to nonhandicapped children. The study further attempted to determine the effects of race on sex role preferences by comparing the preferences of both white and black cerebral palsied children. The effects of preschool experience on sex role preferences were then studied. After reviewing the literature, it appeared that the use of toy preference tests was the best way to determine the sex role preferences of young children. The It Scale for Children (ITSC), developed by Daniel Brown, was used to measure the sex role preferences of the children. In order to test for receptive language ability in the children used in this study, the Peabody Picture Vocabulary Test (PPVT) was administered to each child. Each child was required to attain a Peabody I.Q. of 75 before being included in the study. This was necessary to insure that each child understood the verbal directions to the ITSC. Each test was administered individually to 80 children. There were 40 cerebral palsied children and 40 nonhandicapped children. The 40 cerebral palsied children were moderately to severely involved. The 40 children in each group were matched for sex, race, and preschool experience. The Mann-Whitney U Test was selected for the statistical analysis of the data. A significance level of .05 was used to accept or reject the null hypotheses. Only the ITSC scores were used for the testing of the hypotheses, since the PPVT was used only for a screening device. Four hypotheses were tested to determine the sex role preferences of young cerebral palsied children and to evaluate the effects of race, sex, and preschool experience on these preferences. Of the four hypotheses tested, only one showed any significant differences. The results of this study showed that the sex role preferences of cerebral palsied boys were significantly weaker than the preferences of nonhandicapped boys. There were no significant differences between the sex role preferences of nonhandicapped girls and cerebral palsied girls. Race and preschool experience were not found to be significant variables in the sex role preferences of young cerebral palsied children.

WE 003 563

Person, Leland Spencer, Jr.

Aesthetic Headaches: Images of Women in American Fiction.

Affil—Indiana Univ., Bloomington.

Pub Date—77

Note—334p.; Ph. D. Dissertation

Available from—UMI, Order Number 7805612

Data Base ID—DAIMAY78; 38-6730-A

Descriptors—*American Literature, *Characterization, *Fiction, Literary Criticism, Sex Stereotypes, Social Attitudes

Identifiers—Dominance, Submission

Although the creation of convincing female characters has long been cited as a major failing of American writers, most studies have not gone beyond the enumeration and discussion of selected stereotypes or the simple equation of woman and sexual experience. Yet consistently in American fiction, women characters are radically circumscribed by the male imagination and transformed into symbols of the most forbidding, and fascinating, impulses which the male senses within himself. Often associated with the complexities of European culture and the corrosive pressures of historical time, the most vital women characters become generally associated with much that was viewed as alien to the westering mainstream of American culture. More importantly, characters such as Achsa Fielding ("Arthur Mervyn"), Madeline Usher, Isabel Banford ("Pierre"), Miriam Schaefer ("The Marble Faun"), and Christina Light ("Roderick Hudson") become associated with problems in the creation and experience of art. As artists or art objects, women characters refuse to conform to the abstracting, dehumanizing tendencies of the male imagination and thus come to present a mode of artistic creation in which the mind is largely abandoned to the visionary promptings of the creative unconscious. Yet consistently, the male resists the integration into the psyche of the vision which women embody. Indeed, the male who enters what is often imaged as the "circle" of female power feels that he risks insanity or death–he recognizes the woman's power to "entrance the soul" and to "drain away life itself" ("Arthur Mervyn"); he perceives the secrets of her nature as a "region of unspeakable horror" ("Rappaccini's Daughter"); he sees her face as "compounded so of hell and heaven" that he feels "afloat within himself" ("Pierre"); he projects the female as some "ingenious piece of machinery" by which he might be "swallowed down straight, and ground into small pieces" ("The American"); or he feels "engulfed," "drowned," and "possessed by a vast irrationality" ("Tender Is the Night"). Thus, for many male characters, the most appealing woman is so formalized and stereotyped that she is rendered harmless. She becomes a lifeless statue, a collector's item which crowns the male's worldly success and reflects the uncomplicated, ordered experience he has come to prefer. In denying women their full humanity and identity, in resisting the vibrant experience and vision which women evoke, American protagonists suffer a conspicuous failure of imagination–an aesthetic headache whose threat to rational control must be combatted even at the cost of mature selfhood and creativity. In that process, American authors suggest the broader and deeper failure of American culture to allow women full participation in the American experience and in American art.

WE 003 564

Tucker, Elizabeth Godfrey

Tradition and Creativity in the Storytelling of Pre-Adolescent Girls.

Affil—Indiana Univ., Bloomington.

Pub Date—77

Note—564p.; Ph. D. Dissertation

Available from—UMI, Order Number 7805583

Data Base ID—DAIMAY78; 38-6864-A

Descriptors—Child Rearing, Creative Dramatics, *Creativity, Elementary School Students, *Folk Culture, *Social Attitudes, *Story Telling

The study of children's storytelling has just begun to develop as an area of folklore scholarship. This dissertation examines the narrative repertoires of two groups of preadolescent girls in Junior Scout troops–one in the academic community of Bloomington, Indiana, and the other in the neighboring town of Ellettsville, Indiana. Each of these groups represents a distinctive adapation of traditional form and content to the exigencies of social function. Contrasts in the form and content of the two groups' stories, as well as their organized and spontaneous play, are analyzed in relation to the different standards of childrearing in the two communities. Certain broad differences emerge from comparison of the narrative repertoires–greater interest in frightening local legends and "stories from books" among the Ellettsville girls, and more enthusiasm for "nasty stories" and jokes based upon linguistic tricks among the girls of the Bloomington academic community. The absence of nasty stories from the Ellettsville girls' repertoire is particularly illustrative of their parents' insistence upon proper behavior, in contrast to the encouragement of exploratory self-assertion by the Bloomington girls' parents. The dramatization of favorite stories yields significant data concerning young girls' concepts of everyday life and the supernatural. The choice of certain stories for dramatization, as well as emphasis upon particular characters and actions within the stories, is indicative of the girls' interests and creative propensities. Frightening figures, such as monsters and maniacs, are generally the center of interest. Supernatural legends tend to be taken seriously, while "funny-scary stories" are more open to imaginative alteration and elaboration. Seances and other supernatural "games" provide evidence of preadolescent girls' eagerness to probe the boundary between the familiar and the unknown. Attempts to summon spirits or mass-media monsters, such as Frankenstein and the Mummy, represent a need for experimentation with extra-normal manifestations. Strict rules of communal concentration and quiet add to the dramatic tension of the seance, which has maintained its appeal for American children over a relatively long period of time and a wide geographical area. From dramatization and seances, in addition to storytelling preferences and styles, a preadolescent social type can be projected for the communities of Bloomington and Ellettsville and, more generally, for middle- and upper-middle-class communities in American society. "Child-centered" instructional methods and individual attention at home have led the girls of the academic community to believe in their own decision-making abilities. Their self-confidence and assertiveness are qualities that will be useful in later careers and activities. The Ellettsville girls, on the other hand, have learned to be docile, cooperative, and respectful. They have become accustomed to the role of women as homemakers and part-time employees, not professionals. These different expectations are of primary importance in young girls' acquisition of narrative competence and other forms of self-expression.

WE 003 565

Schroer, Anne Christine Partchey

The Effects of the "Career Motivation Process" Program on the Self-Concepts of Female and Male College Students.

Affil—University of Northern Colorado, Greeley.
Pub Date—77
Note—132p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805521
Data Base ID—DAIMAY78; 38-6546-A
Descriptors—Career Planning, College Students, *Group Counseling, *Motivation Techniques, *Occupational Aspiration, *Self Concept, *Sex Differences, *Vocational Counseling, Vocational Development

A major tenet of career development theory is that of developing and implementing a self-concept. Career development programs designed to encourage positive reinforcement and enhance self-concept are few in number. The "Career Motivation Process" (CMP) program was developed to enable the participant to better understand himself/herself in terms of individual strengths, interests, abilities, values, and personalities. The purpose of this study was to determine the effectiveness of the CMP program in changing the self-concepts of participants. The investigation also sought to determine differences and similarities which exist between male and female college students in the area of self-concept. A total of 122 college sophomores volunteered to participate in the study; 63 male and female students were members of the experimental group receiving career development, and 59 male and female students were members of the control group receiving no treatment. Early in the fall semester, members of both groups were administered the Tennessee Self-Concept Scale (TSCS). Eight groups of students participated in the CMP program, with each group consisting of 10 hours of group career counseling. The TSCS was administered to all experimental group members within one week following the completion of the CMP program. At the end of the academic year, the TSCS was administered a final time to all members of the experimental and control groups. The data collected from the study were analyzed by using t-tests of unrelated and related measures. The pretest revealed that the experimental and control groups were similar when scores for men and women were combined. However, in comparing males and females at the pretest, it was found that control males scored higher than control females on all nine positive scales of the TSCS, measuring significance at the .05 level on the Behavior and Personal Self scales. Also, there was a tendency for experimental females to score higher than experimental males at the outset of the study. Therefore, in terms of the sex factor, there may be a difference in men and women who seek career development. Comparison of experimental and control group members at posttest I revealed significantly higher scores on the Self-Satisfaction and Moral-Ethical Self scales for experimental group members. If CMP participation contributed to the significant differences on these two scales, the results were not long-lasting. There was no significant difference between pretest and posttest I scores for experimental members. The posttest II showed no significant differences between experimental and control groups. No significant differences were measured when experimental males and females were compared at posttest I. At the conclusion of the study, males in the experimental and control groups revealed scores that were very similar to their pretest scores. The pattern of self-concept change was different for females. Experimental females scored higher than males at the outset and grew in a positive direction, receiving the highest total positive score of the entire study. Females in the control group moved in a negative direction at the conclusion of the study, receiving the lowest total positive score of the study. It appears from the results of this study that female and male college students had different patterns of self-concept change. A compilation of subjective evaluations indicates that CMP participants reacted positively to the group career development experience almost without exception. Males and females felt they had gathered valuable information regarding personal and career information. It was concluded that although the CMP program did not have a major impact on the self-concepts of college sophomores as measured by the TSCS, it is an appropriate developmental program to be used on the college student population.

WE 003 566

Terborg-Penn, Rosalyn Marian

Afro-Americans in the Struggle for Women Suffrage.

Affil—Howard Univ., Washington, D.C.
Pub Date—77
Note—357p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805447
Data Base ID—DAIMAY78; 38-6873-A
Descriptors—Black Attitudes, *Black Role, Blacks, Minority Groups, Political Attitudes, Political Issues, Social Attitudes, Social History, United States History
Identifiers—*Political Participation, *Womens Suffrage Movement

The purpose of this dissertation is to identify the Afro-Americans who were involved in the woman suffrage struggle from 1830 to 1920, to examine their activities, ideas, and arguments for and against the woman suffrage movement, and to show how the arguments which resulted developed out of the concerns for human rights as well as for the rights of blacks. The examination of the black role in the woman suffrage movement is from both chronological and thematic perspectives. The first chapter contains a discussion of the formative years of Afro-American involvement in the movement from 1830 to 1880 and a discussion of national and local woman suffrage activities among blacks. In the second chapter, there is the controversy over whether "Negro suffrage" should have priority over woman suffrage during the debates about the Fourteenth and Fifteenth Amendments. This discussion includes also the schism that resulted between suffragists as a result of this controversy. Chapter three includes the activities of Afro-American suffragists following the controversy over "Negro suffrage" through the first decade of the twentieth century, and it shows how their ideas and arguments about woman suffrage matured and changed. The fourth chapter examines the argument among blacks, which developed from 1880 to 1920, that black women needed the ballot as a means of protection even more than white women needed it. Chapter five contains Afro-American desires to achieve suffrage for women as a means to obtain social welfare reforms and rights for blacks from 1890 to 1920. The last two chapters deal with antiwoman suffrage activities. Chapter six contains the black response to the white individual and group views, the black response to those who accused black men of opposing woman suffrage, and the black response to the antiwoman suffrage arguments of blacks. Chapter seven reveals white attempts to keep Afro-American women disfranchised and black attempts to thwart them. The justification for this study of the black role in the woman suffrage movement is twofold. First, there is an absence of a comprehensive historical study of the black role in the movement. Second, there is need to dispel the myth of black apathy toward woman suffrage. This study reveals that the overwhelming majority of Afro-American leaders found to have commented upon woman suffrage supported it and that the black role in the woman suffrage movement can be viewed within a time perspective for three generations from the 1830s to 1920. In addition, blacks from throughout the nation contributed to the woman suffrage movement, and the movement influenced the development of Afro-American thought. In assessing black woman suffrage attitudes, goals, arguments, and activities, and their relationship to trends in Afro-American history, the speeches and works written by blacks, manuscripts and papers of Mary Church Terrell, Mary Ann Shadd Cary, Angelina Weld Grimke, and other prominent blacks, as well as the papers of Susan B. Anthony were used. Furthermore, the Congressional Record, the Journals of the Massachusetts General Court, and other state records, the proceedings of suffrage meetings, and of black organizations proved helpful. Also, black newspapers such as the "North Star," "The Atchison Blade," and the "New York Age"; black periodicals such as "The Woman's Era" and "The Crisis"; other newspapers and periodicals; and secondary sources provided useful data.

WE 003 567

Navarre, Jane Piirto

The Female Teacher: The Beginnings of Teaching as a "Woman's Profession.".

Affil—Bowling Green State Univ., Ohio.
Pub Date—77
Note—273p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805370
Data Base ID—DAIMAY78; 38-6571-A
Descriptors—Professional Personnel, *Social Attitudes, Social History, Teacher Attitudes, *United States History, *Women Teachers
Identifiers—Occupational Stereotypes

This study examined the reasons for the feminization of the teaching profession in the United States in the nineteenth century, where, by the end of the century, 7 out of 10 teachers were women, when only 1 out of 10 had been at the beginning of the century. It focused on the influence of private seminaries and academies in the growth of the profession before public normal schools were established. It also focused on schools in Ohio, which was settled during the period of the academies, and which had, during the century, over 200 of them. Chapter I summarized the philosophy for educating women in the late eighteenth and early nineteenth centuries, beginning with Rousseau. The ideas of Mary Wollstonecraft, Hannah More, James Fordyce, Benjamin Rush, and Noah Webster were discussed. Chapter II viewed the contributions of three pioneers in women's education–Emma Willard, Catherine Beecher, and Mary Lyon. Their "innatist" and "antifeminist" philosophies, informed by their evangelical Christian views, were very influential in establishing how a female teacher should be. Chapter III summarized school legislation history in Ohio, which made it possible for the seminaries and private colleges to flourish in the state. Chapter IV narrowed the focus to two institutions in Ohio–Western Female Seminary (later Western College for Women) in Oxford, and Lake Erie Female Seminary (later Lake Erie College) in Painesville. These were Mary Lyon/Mount Holyoke "little sister" schools. Chapter V discussed other seminaries in Ohio, most notably those in Granville and Steubenville. Many primary materials were used in the study, including unpublished letters and diaries. One purpose of the study was to show what life was like in a female seminary in the nineteenth century. Another purpose was to show the influence of the clergy and the various evangelical churches on the development of the profession of the self-sacrificing, low paid, highly moral female teacher. The profession was viewed as a natural extension of a woman's innate nurturing nature, an extension of her domestic self. Teaching took women out of the home and into a respectable alternative to marriage and family. The unmarried woman could become a female teacher; she did not need to depend on the largesse of her male relatives; she could be self-supporting. She could teach school and use her superior moral influence in molding the children of the nation. She was a woman with a special mission. She became a respected member of her community, and, though she was often conservative and evangelical, antisuffragist and protemperance, she had a great influence on the society, perhaps a greater influence than the more liberal feminists of the day.

WE 003 568

Eason, Shari Louise Barefoot

Ambivalent Views toward Woman's Role in the Novels of Charlotte Bronte.

Affil—Bowling Green State Univ., Ohio.
Pub Date—77
Note—115p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805363
Data Base ID—DAIMAY78; 38-6741-A
Descriptors—*Characterization, *Literary Criticism, Novels, *Sex Role, *Social History, *Victorian Literature
Identifiers—*Bronte (Charlotte)

Several studies have explored feminism in Charlotte Bronte's fiction, but few have focused on the ambivalence of her views toward the "woman question." The purpose of this study is to demonstrate that the attitudes expressed toward the role of women in her novels cannot be neatly categorized as either feminist or antifeminist but, rather, should be recognized as ambivalent. The terms "feminism" and "antifeminism" have acquired political connotations that have little to do with the problems encountered by Charlotte Bronte and her heroines. Therefore, one aim of this paper is to make a distinction between the views of the activists of today's women's liberation movement and the perspectives of the early Victorian feminists. In the 1840s and 1850s, the established view of the nature of woman and her proper sphere was the traditional one. It was held that the ideal lady should be intellectually and sexually passive; her behavior toward her male superior should be submissive; her sphere should not extend outside the home. The traditionalists far outnumbered the feminists, whose views were largely unsanctioned by the respectable Victorian middle classes. The heroines of "Jane Eyre," "Shirley," and "Villette" are all torn between the imperatives of convention and the desire to fulfill individual needs. It is important to emphasize that the divisions and conflicts experienced by Charlotte Bronte's women characters are centered not so much around political or socioeconomic matters as around emotional or psychological ones. The Bronte heroines are not fighting to gain rights in the political sense, but struggling to become whole people in the face of the Victorian notions about womanhood that they have assimilated. Charlotte Bronte's attitudes toward her own role as a woman and the role of women generally were ambivalent. Although this is not a biography, some parallels are drawn between Charlotte's personal views and experience and those of her heroines. Hopefully, the correlation of the biographical and fictional materials demonstrates that her novels are not theoretical tracts on the woman question but honest testimonies of the inner strife of the Victorian woman.

WE 003 569

Lichtenberg, Sharon

Images for the Presentation of Women in English Renaissance Drama.

Affil—Rutgers, The State Univ., New Brunswick, N.J.
Pub Date—77
Note—285p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805101
Data Base ID—DAIMAY78; 38-6744-A
Descriptors—*Characterization, *Drama, *English Literature, Literary Criticism, *Renaissance Literature, *Sex Stereotypes

The assumptions of English Renaissance society tend to divide all women into two opposing categories–those who are good but also weak and who are, therefore, liable to fall and those who are evil and who, therefore, will fall. The image of woman as either totally good or totally evil developed from these assumptions provides the working dramatists of the English Renaissance with the two primary models which appear to underlie their presentation of female characters, Mary and Eve, the virgin and the whore. Mary is good, passive, and subservient, the perfect woman, while Eve is the imperfect one, evil, potentially active, and subservient to the wrong master, an illicit lover rather than her proper husband. Two apparent variations of the Eve model, the shrew/witch and the domineering lady of courtly love, provide the dramatist with an additional pattern for the presentation of his female characters. An examination of the heroines of Heywood's "A Woman Killed With Kindness" and Jonson's "Volpone," "The Alchemist," and "Epicoene" shows that heroines based directly on any of these models are usually either good but flat and static or active and multidimensional but evil and suggests that the dramatist who wishes to create heroines who are active, good, and multidimensional must find other techniques for doing so. Shakespeare's use of metaphoric disguise or role-overlay in the "Henry VI" Trilogy and "Macbeth" is presented as one means of overcoming the limitations of the traditional models. Physical disguise in "The Two Gentlemen of Verona," "As You Like It," "The Merchant of Venice," and "Twelfth Night" provides a more effective method for liberating women from their conventional roles as virgins, wives, widows, and whores. Shakespeare's characterization of Cleopatra provides a final image for the presentation of women, one which goes beyond the limits of both the traditional models and metaphoric and physical disguise to create a female character who is active, multidimensional, self-motivating, and good.

WE 003 570

Demos, Vasilikie P.

Women Volunteers: The Relationship between the Female Role and Participation in Women's Organizations.

Affil—Notre Dame Univ., Ind.
Pub Date—78
Note—236p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805010
Data Base ID—DAIMAY78; 38-6955-A
Descriptors—Family Role, *Sex Role, Social Behavior, Social Organizations, *Volunteers

This study examined the relationship between the female role and participation in women's voluntary associations. While a number of sociologists have examined patterns of participation among women volunteers, few have considered the part which the female role plays in determining these patterns. The investigation of the effect of this role upon participation is particularly relevant to the feminists' argument that volunteerism merely serves to reinforce the traditional female role. Women vary in the amount of time they put into volunteer work, the position they attain in a voluntary association, and the type of organization they join. The investigator developed a path model to explain these variations. It consists of three sets of variables–structual, female role, and participation. The structural variables include educational attainment, religious identity, age of children, and socioeconomic status of a husband. The female role variables consist of a number of factors defined in terms of a traditional-modern female role continuum. They are number of children, enjoyment of domestic activities, participation in domestic tasks, husband's encouragement of wife's participation in activities that do not involve him, husband's participation in domestic tasks, and extent to which it is considered a good idea to discuss problems with a husband that do not directly involve him. It was hypothesized that the structural and female role variables would directly affect the participation variables. In addition, it was predicted that the structural variables would indirectly affect participation through their direct effect upon the female role variables. The specific effects (positive/negative) which each of the variables was expected to have upon the other variables were delineated in a series of formal hypotheses. However, the general model of volunteerism among women may be depicted as follows: Structural Factors, Female Role, Participation. In order to obtain data for the study, a mail questionnaire was sent to 500 women in 18 different women's organizations. Three hundred and three or 60% of the women responded. Several conclusions were drawn from the study. First, the female role appears to play a larger part in determining the type of organization a woman joins than it does in determining how much she is involved–position attained and time spent–in volunteer work. The findings showed that each of two submodels predicting organization choice contained statistically significant female role variables. Of four submodels predicting volunteer involvement, only one contained a female role variable which proved to be a statistically significant predictor. Second, the female role appears to play a larger part in determining organization choice for women living with spouses than it does for women volunteers in general. For the former group, female role variables provided the only significant direct explanation of organization choice. For women volunteers in general, the direct effect of female role variables was supplemented by the direct effect of structural factors. Finally, the findings suggest that great involvement in volunteer work stems from a traditional female role orientation. For women living with spouses, great enjoyment of domestic activities was found to be linked with spending a great deal of time in volunteer work.

WE 003 571

Baughman, Marian Kay

Attitudes and Perceptions of a Selected Sample of Women Senior High Teachers toward Becoming School Administrators in Detroit Public Schools.

Affil—Michigan Univ., Ann Arbor.
Pub Date—77
Note—173p.; Ph. D. Dissertation
Available from—UMI, Order Number 7804644
Data Base ID—DAIMAY78; 38-6420-A
Descriptors—*Administrative Personnel, Career Planning, *Occupational Aspiration, Public School Teachers, School Administration, Secondary School Teachers, Sex Discrimination, *Teacher Attitudes
Identifiers—Michigan (Detroit)

This study analyzes the attitudes of a selected sample of women secondary teachers in the senior high schools of the Detroit Public Schools toward becoming principals and central and regional office administrators. The important areas of investigation are reasons for the low numbers of women administrators, attitudes that prevent the entry of women to these positions, and motivation of women teachers toward becoming administrators. Further, it is the purpose of the study to determine whether or not there is a need for women in school administration and to discover the reasons for low aspiration among some women teachers toward administration. On a voluntary basis, the women certified personnel of eight senior high schools in the Detroit public schools were selected as the population (380 women teachers); 191 respondents returned a 38-item questionnaire to the researcher for analysis. Demographic characteristics were included with questions about attitudes. While there is a higher percentage of women administrators in the Detroit public schools than nationwide figures would indicate exist in most districts, these women administrators are concentrated in entry level positions and those of middle management, such as assistant principals and regional assistants; they are noticeably absent from top-level positions and those of senior high building principalships. Sex discrimination has been a problem for women seeking promotions as revealed in their attitudes about the recruitment of males and females, the posting of administrative vacancies, and other practices resulting from traditional beliefs in sex role stereotyping. About half of the women in the sample were interested in obtaining administrative positions and believed themselves to be qualified; this is a higher figure than would be expected by considering the current numbers of women in school administration in this country. Characteristics of this group are young to middle aged, educational preparation sufficient for promotion, and prior leadership and varied employment experience. The study did not confirm many of the often-quoted reasons for the low incidence of women in school administration, such as lack of interest and lack of qualifications. Family and other educational responsibilities did not deter women teachers from expressing an interest in administration; satisfaction with teaching, which did exist in general, was not perceived to stifle aspirations. Women teachers are concerned with making changes in current practices of schools, notably in structure, regarding violence, and in the amount of paper work required of administrators. Women in the early to middle professional years are more motivated toward promotion than older women teachers. New career patterns do not include interruptions from jobs for marriage and childrearing as they once did. These do not interfere with promotions. The pool of potentially available candidates is large enough to warrant higher percentages of women administrators; racial identification is a determining factor in a woman's motivation toward school administration; there were significantly more black women teachers aspiring to administration than white women teachers. Detroit's student population is predominantly black; this, as well as feelings of encouragement from the educational establishment are factors that also affect a woman teacher's motivation toward school administration. Women are needed in positions of authority such as secondary, central, and regional administration; these positions are not viewed by the respondents as male prerogatives. Women are needed because their talents should be utilized, to effect needed changes in the educational environment, to serve as role models for students and teachers, and for the equalization of job and promotion opportunities.

WE 003 572

Gross, Linda Bevelheimer

A Study of the Relationship between Selected Oral Readings in Sex-Role Oriented Children's Literature and the Personal and Social Adjustment of the Self-Concept of Children in Grades One and Three.

Affil—Rutgers, The State Univ., New Brunswick, N.J.
Pub Date—77
Note—164p.; Ed. D. Dissertation
Available from—UMI, Order Number 7804594
Data Base ID—DAIMAY78; 38-6618-A
Descriptors—Age Differences, *Childrens Literature, Elementary School Students, Oral Reading, *Personal Adjustment, *Self Concept, *Sex Role, *Social Adjustment

The first objective of this research was to assess the relationship between different programs of sex-role-oriented children's picture books and the personal and social adjustment of the self-concept of first and third grade children. The second objective was to examine the relationship between parental employment and self-concept and sibling gender and self-concept. The subjects were 56 first grade and 59 third grade children in three separate classes in each grade in a rural school system. Three booklists were created for use in this study consisting of a combination of female-oriented and male-oriented picture books (treatment A), female-oriented picture books (treatment B), and male-oriented picture books (treatment C). Two first grade teachers chose a blank-backed card identifying a booklist. The third card was given to the remaining first grade teacher. The process was repeated with the third grade teachers. Books from the list selected were read by the teacher to his class at a rate of one per day for three weeks. The California Test of Personality, Primary Level, Form AA, was used as a pretest and Form BB as a posttest. Simple correlations, paired and unpaired t-tests, and analysis of variance were calcualted. The primary results of the study were that the male-oriented literature appeared to reinforce personal perceptions of the children while showing evidence of disturbing social perceptions. The female-oriented literature was found to be a probable disturbing influence in the area of both personal and social adjustment although the results were not statistically significant in all tests. The most positive program for improving total self-concept should contain both female-oriented and male-oriented literature for most children. The sex of the child was not related. The grade of the student, however, was found to be very important. The perceptions of the first grade child were more susceptible to the influence of the literature than those of the third grade child, particularly in the area of social adjustment. Although there were insufficient statistically significant changes within the pretest and posttest scores to accept the hypothesis, the scores of the children of the working father only in every comparison were found to indicate better adjustment than the scores of the children of parents who were both employed. Sibling patterns were found to be related to the children's development of self-concept. The most positive responses in the only child category came in the treatment presenting male-oriented literature. On the basis of total self-concept score, least positive was the combination of female-oriented and male-oriented literature. This pattern was repeated for the subjects with equal number of brothers and sisters. The most positive responses from the subjects with predominantly brothers were found in the treatment presenting the combination of female- and male-oriented literature. The least positive was the treatment in which male-oriented literature was presented. The total self-concept scores in this sibling pattern indicated greater negative influence in all treatments when compared with other patterns. The subjects with predominantly sisters on the whole had the highest positive responses to the treatments when compared to other patterns. The most positive responses from the subjects were found in the treatment presenting the male-oriented literature. The least positive total self-concept was found in treatment B in which the female-oriented literature was presented. Selected sex-role oriented children's literature was found to be related to the personal and social adjustment of the self-concept as evidenced by statistical analyses.

WE 003 573

Pittman, Mabel Louisa Hall

Women in Lay Governance: A Determination of Their Characteristics and Role Perceptions.

Affil—Southern Illinois Univ., Carbondale.
Pub Date—77
Note—150p.; Ph. D. Dissertation
Available from—UMI, Order Number 7804299
Data Base ID—DAIMAY78; 38-6453-A
Descriptors—*College Governing Councils, Individual Characteristics, *Role Perception, *Trustees

The purpose of the research was to determine the characteristics and role of the identified women who served as members of lay governing boards for selected postsecondary institutions during the academic year of 1976-77 and to analyze the perceptions of the women in their role as trustees. The study was limited to the women who served on boards of trustees for selected four-year colleges and universities which were accredited either by the North Central Association of Colleges and Secondary Schools or by the Southern Association of Colleges and Schools. In terms of the demographic characteristics of the responding trustees, the research revealed that the women, in general, were middle-aged, white (only 16.3% were black), Protestant homemakers. On the average, they were 50 years old and had annual family incomes which exceeded $50 thousand. For the most part, they were college graduates. More than 40% (45.3%) held the bachelor's degree, and approximately one-third (31.4%) had received the master's degree. Nearly 10% (9.3%) had been granted the doctorate. The trustees were women of high schoarship; had leadership experience on boards other than educational; were recognized for their achievements in the fields of business, government affairs, medicine, and science; and held interest in community affairs. Generally, they had not been involved in the political process of government beyond the level of workers in election campaigns. Three women served as chairpersons of their boards, and more than 30% (31.4%) were chairpersons of committees. Nearly half (48.8%) reported that they were not involved beyond their membership. The research revealed also that the responding trustees held certain perceptions about their role as trustees: 1) The women members of the lay governing boards believed that the male members of the boards perceived the women to represent specific constituencies. 2) The responding trustees also perceived themselves to represent specific constituencies. 3) Generally, the specific constituency they were perceived most often to represent was women. Of the three levels of involvement in the decision-making process–formulated and decided policies; reviewed policies and advised those who were responsible for making decisions; and approved or confirmed decisions made at other levels–the women members tended more often to perceive that they were involved in the decision-making process at the third level. Most respondents would give considerable attention to the support and encouragement of women in higher education, with two exceptions: 1) They would give little or no attention to the appointment of a woman to the position of president of the institution which they help govern. 2) They would give little or no attention to the appointment of a woman to the position of vice president for fiscal affairs.

WE 003 574

Hooper, Judith Oakey

Responses of Family Systems to Mother's Return to School.

Affil—Wisconsin Univ., Madison.
Pub Date—77
Note—182p.; Ph. D. Dissertation
Available from—UMI, Order Number 7802964
Data Base ID—DAIMAY78; 38-6968-A
Descriptors—*Anxiety, College Students, *Family Attitudes, Family Relationship, Family Role, Interpersonal Relationship, Mothers
Identifiers—*Guilt, *Reentry Students

The study was undertaken to assess certain personality traits and family support and role-taking variables in families where the mother was a returning woman student. A total of 103 respondents in 24 families participated in in-home individual interviews of all family members. In each family, the wife was a 35-year-old or older undergraduate (n = 12) or graduate (n = 12) student in education (n = 9), business (n = 5), or family resources and consumer sciences (n = 10). The adults were all in intact marriages, and each family had at least one child living in the home. Mean age of the women was 39.17 (s.d. = 4.85), of the men 42.54 (s.d. = 6.60) and of the children 11.02 (s.d.-3.61). All adults completed the Rosenberg Self-Esteem Scale (S-E). Women completed a Guilt Scale (GS), and men an Outcome Anxiety Scale (OAS), both of which were designed for the present study. Results indicated that women had higher S-E scores the longer they have been in school, and that all women had quite high guilt scores, regardless of the length of time in school. Men had consistently high S-E scores, and those whose wives had been in school the longest had the highest OAS scores. In addition, it was found that men whose wives had been in school the longest were the most supportive of their wives. In general, there were few important differences between undergraduate and graduate students or between students in each of the three schools. Families were divided into categories on the basis of responses to questions regarding role-taking and decision-making within the family in five specific situations. The categories were described as egalitarian (n = 6 families), role division by sex-agreement (n = 6 families), and role division by sex-conflict (n = 12 families). The three groups were compared on various demographic variables, on the personality variables, and on supportiveness of the family and commitment of the woman to finishing her degree. It was found that women from egalitarian families were significantly less guilty than those in the role division by sex families, although there were no significant differences between groups in terms of self-esteem or outcome anxiety. Women in the conflict group had the highest commitment scores, while husbands in the agreement group saw their wives as most committed. It was concluded that the existing coping and interaction style of families has an important effect upon the families' abilities to cope with the stress of the mother's return to school. In addition, it was argued that families in which there was agreement over role-taking and role-appropriate responsibilities in the family setting provide these families with the stability necessary to cope with even quite high levels of stress.

WE 003 575

Bossi, Eleanor Beatrice
Women's Self-Images: An Experimental Study.
Affil—Massachusetts Univ., Amherst.
Pub Date—77
Note—115p.; Ed. D. Dissertation
Available from—UMI, Order Number 7730601
Data Base ID—DAIMAY78; 38-6527-A
Descriptors—Age Differences, Educational Background, Interpersonal Relationship, Parent Influence, Self Concept, *Self Esteem

The present study has limited itself to a comparison of women's self-image under two conditions-alone and in the imagined presence of men. Four hypotheses were tested. A women's image of herself will differ, when tested alone and in the imagined presence of men, as a function of age, level of education, perceived parental influence, and level of intelligence. Data were collected from 60 Caucasian women who ranged in age from 20 to 57 years of age. Three instruments were used to collect these data. An investigator-constructed questionnaire was used to collect the independent variables of age, level of education, and perceived parental influence. The Quick Test (Ammons and Ammons, 1962) was used to determine the fourth independent variable, level of intelligence. Gough and Heilbrun's Adjective Check List (ACL) (1965) was administered twice under different sets of directions to obtain two self-image scores. Ten of the 24 scales of this self-report instrument were used for this purpose. The scales included Favorable Adjectives Checked, Unfavorable Adjectives Checked, Self-Confidence, Personal Adjustment, Achievement, Dominance, Nurturance, Affiliation, Succorance, and Deference. A difference score between the two self-image scores on each scale was computed for each subject and used as the dependent variable throughout the subsequent analysis. The analysis of data for this study was comprised of five levels. First, a median age of 26 years was found for the 56 subjects with completed data. This step enabled the age variable to be computed as two factors. Second, the least important variable, I.Q., was correlated with the 10 ACL scales and found to be insignificant on all of the scales. Therefore, I.Q. was dropped as an independent variable in further analysis. Third, a correlation by multiple regression analysis was computed for the three remaining independent variables along one scale of the ACL to determine the feasibility of the forthcoming major analysis. Fourth, a 2 x 2 x 3 anova design (age x level of education x perceived parental influence) using a least squares regression analysis was completed. Fifth, 12 adjusted means for each self-image difference scale that contained a significant three-way interaction were computed. The results of this study confirm three of the original hypotheses: 1) Specific aspects (affiliation scale of ACL) of a woman's image of herself when tested alone and in the imagined presence of men do differ as a function of age (p.016). Women under 26 revealed a mean of -4.05. Women over 26 revealed a mean of 3.05.) 2) Specific aspects (affiliation scale of ACL) of a woman's self-image when tested alone and in the imagined presence of men do differ as a function of level of education (p.049). (College-educated women obtained a mean of -2.37. Non-college-educated women obtained a mean of 3.79.) 3) The interactive effects of age, level of education, and perceived parental influence are significant when considering specific aspects of a woman's self-image when tested alone and in the imagined presence of men (self-confidence scale; p.004; succorance scale; p.01). The results of this study are discussed from a sociohistoric point of view. Practical implications of the significant results, limitations of the study, and suggestions for further research were also discussed.

WE 003 576

Asmundsson, Rigmor
Social Workers' Attitudes about Women at Work: Traditional or Egalitarian.
Affil—Columbia Univ., New York, N.Y.
Pub Date—77
Note—180p.; D. S. W. Dissertation
Available from—UMI, Order Number 7727848
Data Base ID—DAIMAY78; 38-6940-A
Descriptors—Age Differences, *Changing Attitudes, *Counselor Attitudes, Sex Differences, Sex Discrimination, *Social Workers, Working Women

Since 1890, there has been a continuing increase in the percentage of employed women in the United States. In 1976, 48% of all women of working age were employed. This fact conflicts with the traditional view of sex roles which holds, as described by Parsons, that men perform the instrumental, extrafamilial roles, while women prefer the expressive, intrafamilial roles. A different, egalitarian view, described by Rossi, holds that, other than conception and birth, the roles of the sexes can be similar and equal. Traditional and egalitarian views of women at work might elicit different, perhaps contrasting, responses from social workers, whether in practice, planning or education. This study, therefore, sought to identify social workers' views toward women at work as primarily egalitarian or traditional and to identify which of many common demographic factors appeared to be related to differences in attitude. A Likert-type questionnaire was designed to tap the affective, cognitive, and behavioral components of attitude toward women at work; these areas were called Expressed Attitude, Information Base, and Practice-oriented Attitude. Validation of questionnaire items took place through two steps: 1) Lay persons who identified themselves as either traditional or egalitarian in attitude indicated agreement or disagreement with each item. 2) Social work practitioners and educators identified the separate items as traditional or egalitarian. Questionnaire items were selected so as to present equal numbers of egalitarian and of traditional statements; they covered content related to aspirations, marital relations, and child-care patterns. The questionnaires were mailed to the total number of Connecticut members of the National Association of Social Workers (1315). A 57% response was received; 723 responses (55% of the total membership) were analyzed, through cross-tabulation, item analysis, and analysis of variance). It was found that social workers tended to show egalitarian attitudes toward women at work but that they were less egalitarian in their expressed attitudes (beliefs) than in their practice-oriented attitudes (behaviors). Their informational base (cognitive) was low; social workers were not well-informed of facts relating to conditions of women's employment although they were familiar with legal requirements regarding sex discrimination on jobs. Of the 12 demographic variables examined, age, sex, and religion, were found to be the most consistently statistically significant in association with attitudes toward women working. The younger the social worker the more egalitarian she tended to be. *Female social workers were more* egalitarian than male social workers were. In terms of religion, those with no or other religion were the most egalitarian. Jewish social workers were the next most egalitarian, followed by Protestants. Catholic social workers were the least egalitarian. Such egalitarian attitude portends that social work practice, policy, and education would encourage and facilitate women's employment. That older social workers, who are least egalitarian in attitude, hold positions of power as administrators, supervisors, and educators, may impede the process. Differences in practice may also be found in sectarian agencies and in sectarian schools of social work. What the practice actually is would be an appropriate area for further study.

WE 003 577

Natera, Maria
The Employment of California Women Line Administrators in K–12 Districts in the Years 1968, 1972, and 1976.
Affil—University of Southern California, Los Angeles.
Pub Date—77
Note—Ed. D. Dissertation
Available from—Micrographics Department, Doheny Library, USC, Los Angeles, Calif. 90007
Data Base ID—DAIMAY78; 38-6448-A
Descriptors—*Administrative Personnel, Civil Rights Legislation, *Employment Patterns, Employment Practices, School Administration, *Sex Discrimination, State Legislation
Identifiers—California, Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

The purpose of this study was to determine any change in numbers of California women employed as line administrators in the years 1968, 1972, and 1976, during which time several anti-sex-discrimination laws were enacted and implemented, and to ascertain the implications for school administration. The population consisted of all women and men administrators serving as superintendents, deputy, assistant, or associate superintendents, and principals in all California school districts, excepting county schools, as listed in the 1968, 1972, and 1976 California Public Schools Directories. The total number of districts studied was 1,097. In order to determine availability of qualified female administrators, a second population was examined. This group consisted of women and men who earned master's and doctor's degrees in the area of school administration during the 1968, 1972, and 1976 base years as listed in the annual reports, Earned Degrees Conferred, published by the National Center for Educational Statistics. Data were transferred to an IBM 370-158 computer. The most significant findings were: 1) There was a sharp decline in the employment of women line administrators between 1968 (22%) and 1972 (14.5%). Since the advent of Title IX (1972), women have been employed as line administrators in greater numbers, moving from 14.5% of the total administrative force to 18%. This 18% is still less than the 1968 percentage. 2) Elementary school districts, with negligible exceptions, are the major employers of women superintendents, and unified school districts are the predominant employers of female principals. 3) Women are not preparing themselves for higher echelon positions in the degree to which men are; yet, the available pool of qualified women administrators is not being tapped by the educational system employers to any significant extent. 4) Southern school districts employed more women line administrators than those in the north (23% vs. 11%). 5) The preponderant number of women administrators are at the principal level, regardless of district size. 6) Seventy-one percent of the districts studied (1,097 cases) did not employ one female line administrator in the 1968, 1972, and 1976 study periods. Conclusions: 1) Despite the enactment and implementation of several anti-sex-discrimination laws, the employemnt of California women as line administrators remains below the 1968 leVel of employment. 2) There is an available pool of women with advanced degrees in educational administration; however, women are outnumbered by men in this group. In light of the findings, interpretations, and conclusions presented, the following recommendations are made: 1) School districts should carefully evaluate all personnel policies and practices so as to minimize sex discrimination. 2) School districts should provide inservice training toward assisting men and women in raising their consciousness of sex discriminatory attitudes within themselves, thereby providing a supportive ambiance for the exploration of leadership potential. 3) College and university schools of education should actively recruit, counsel, and support women for educational administration master and doctoral programs, including recruitment of qualified women administrators to serve in college and university faculty positions. 4) It is recommended to the State of California Commission for Teacher Preparation and Licensing that statistics be developed demonstrating the sex of the holders. 5) It is recommended to the State Department of Education that the annual public schools directory include statistics that indicate numbers of men and women for the various positions. This would aid further study and implementation of Title IX.

WE 003 578

Schrader, Marie Menza

A Comparison of the Self–Concept, Achievement Motivation, and Feminine Role Perception between Traditional College–Age Women and Non–Traditional College–Age Women in a Small College Environment.

Affil—Ohio State Univ., Columbus.
Pub Date—77
Note—127p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805919
Data Base ID—DAIMAY78; 38-6545-A
Descriptors—*Achievement Need, College Students, *Learning Motivation, *Role Perception, *Self Concept, Sex Role
Identifiers—*Reentry Students

This study investigated self-concept, achievement motivation, and feminine role perception relative to traditional and nontraditional women college students. It was necessary to investigate the motivation of these students for attending college, to examine reported feelings about themselves as persons, and to examine their perceptions of the female role in the era of the 1970s. Fifty-four undergraduate women students from Holy Names College in Oakland, California, were randomly selected from the campus women student population. Twenty-nine students were traditional college age (18-23 years), and 25 were nontraditional college age (30 years and above). Two independent samples were thus formed, and each subject was asked to complete and return four personality inventories, the Tennessee Self-Concept Scale–Counseling Form (TSCS), California Psychological Inventory (CPI), and the Adjective Check List (ACL). The two samples were compared on selected scales from the four inventories based on self-concept, achievement motivation, and feminine role perception. These variables provided the basis for formulation of three different hypotheses. A t-test for independent groups was used to compare mean scores on all selected scales. Significance level was established at the .05 level. Hypothesis 1: On measures of self-concept, the younger students would display a more positive level of self-esteem than the nontraditional-age students. More specifically, the measures of self-concept on the TSCS of the traditional-age sample would be significantly greater than the scores of the older students. This hypothesis was rejected because exactly the reverse occurred; the older students showed a more positive concept of themselves. The total positive mean score on the TSCS was significantly greater in favor of the older students ($t(49) = 2.11$, p .05), and in all scales the older group had higher mean scores than the traditional-age students. Hypothesis 2: On measures of achievement motivation the nontraditional-age students would show higher mean scores than the traditional-age students, and these differences would be significant. This hypothesis was partially supported. Three of the six scales selected proved to be significant when t-tests were calculated–achievement via independence ($t(47) = 2.04$, p .05), intellectual efficiency ($t(47) = 2.41$, p .05), and autonomy ($t(51) = 2.38$, p .05). In five of the six scales the mean scores were higher for the older group. Hypothesis 3: On measures of feminine role perception, the younger students would show less concern with traditional female behavior than the older students. This hypothesis was rejected because no significant differences were found between the two samples–masculinity-femininity (CPI) ($t(47) = .32$, p.05); femininity (CPI) ($t(51) = .05$, p .05). Both groups scored in a moderate range, indicating neither extremes of masculine or feminine traits or interests. This research has obvious implications for counseling women students of varying ages. The self-concept scores in this study show the older students to be more self-confident than the younger students. These results are tentative and interpreted in the context from which they were derived. However, a major factor which distinguished the two groups from each other was an overall greater orientation on the part of the older students to accomplish set goals. The achievement-affiliation conflict may have influenced the scores of the younger students. The interaction of achievement and affiliation is a more potent determination of career or homemaking orientation than a need for either achievement or affiliation alone. Perhaps the younger students' lower achievement scores are due to stronger affiliative needs at this point in their lives. There is the need for recognition of the differences between older women students beyond the very obvious fact that older students tend to have personal, domestic, or marital responsibilities not shared by their younger, female classmates. It would also seem imperative that college counselors and faculty members, particularly, be aware of such research so that they may do appropriate academic advising and/or career counseling of older women students. If this research were done with larger groups of students in different academic settings, and if it were shown that older women were, for example, autonomous and oriented toward achievement via independence, such findings might change the attitudes toward such students of faculty members and administrators.

WE 003 579

Gody, Dale Susan

Sex Differences in Reactance and Learned Helplessness.

Affil—Loyola Univ., Chicago, Ill.
Pub Date—78
Note—134p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807068
Data Base ID—DAIMAY78; 38-5566-B
Descriptors—Achievement Rating, Anxiety, College Students, Depression (Psychology), *Persistence, Problem Solving, *Sex Differences
Identifiers—*Learned Helplessness

The effects of small, large, and no amounts of experience with helplessness on measures of ability and persistence on an anagram problem-solving task were studied in an attempt to seek experimental validation for the reactance-learned helplessness model of depression. Differences between males and females were examined as well as the effect of sex role identity as measured by Bem's Sex-Role Inventory. Eighty male and female college undergraduates were randomly assigned to one of four treatment groups, Single Helplessness (SH), Double Helplessness (DH), No Helplessness (NH), and Control (C). Subjects in the SH and DH conditions received either 5 or 10 insolvable anagrams out of a set of 15. The NH subjects received all solvable anagrams, and C subjects received no pretraining. All subjects were tested on a set of 20 solvable anagrams in a set pattern. Attributions for success and failure as well as ratings of mood were gathered on all subjects. Results indicated no significant differences between groups on mean ability and persistence scores. However, a positive association emerged between the amount of experience with helplessness and the number of trials to learn the anagram pattern. A trend for number of anagrams correct prior to learning the pattern also emerged. Sex of subject had a significant effect upon mean response latency, a persistence measure. Females spent less time seeking solutions. A trend for number of anagrams correct before learning the pattern suggested that males learned the pattern in fewer trials. Correlations between sex and ability and persistence measures suggested that scores of persistence decreased more with helplessness experience for males, while for females, scores of ability were more adversely affected. Sex role identity was not related to measures of reactance and learned helplessness for males, but for females the more feminine identified they were, the longer they spent seeking anagram solutions and the fewer requests they made for new problems. Data from questionnaires supported predictions made by the reactance-learned helplessness model. Experience with uncontrollable outcomes generally resulted in feelings of lack of control, incompetence, frustration, stress, and depression. The results were discussed in terms of issues raised in the learned helplessness literature as well as by the combined reactance-learned helplessness model of depression. The importance of sex and sex role identity were examined as they relate to the ability to tolerate feelings of helplessness and to seek active solutions in situations where the outcomes are uncontrollable. Implications for future theory and research were discussed, and suggestions were made for the treatment of depressions based upon the findings of this study.

WE 003 580

See, Susan Butler

Aspects of Career Achievement and Affiliation in Business Men and Women.

Affil—Yeshiva Univ., New York, N.Y.
Pub Date—77
Note—221p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806876
Data Base ID—DAIMAY78; 38-5625-B
Descriptors—*Achievement Need, *Administrative Personnel, *Affiliation Need, Motivation, *Occupational Aspiration, *Sex Differences, Working Women

Despite increasing openings for women in high levels of the labor force, qualified women rarely rise to top positions. The goal of the present research was to study men and women actually working in full-time, demanding careers to see whether motivational factors, particularly need for achievement and need for affiliation, and psychological and practical conflicts differed for men and women and whether male and female goals and expectations would reflect motivational differences. This study tested hypotheses drawn from the literature on motivation theory, socialization, and current social organization which predict that, while working women and men have equal needs to achieve, women have a greater need for and vaulation of affiliation than men do and tend to sacrifice achievement to affiliation if the two areas conflict. Subjects for the study were 32 men and 32 women–half of each sex married and half single–between the ages of 23 and 37 who were working in lower and middle management positions for five large New York City banks. Instruments used included TAT measures of nAch and nAff, Rokeach's Scale of Terminal Values, and a questionnaire designed and validated for this study which assessed the subjects' conscious valuation of achievement and affiliative factors in their everyday lives and jobs, possible conflicts between achievement and affiliation, and demographic factors known to influence striving for achievement and affiliation. All instruments were administered during individual structured interviews lasting about one hour each. Results indicated that the single women in this sample had far higher nAch scores than men or married women and valued achievement-related factors more highly. At the same time, single women had lower career aspirations and more diffuse goals than the other three groups. Men and women had equal nAff scores and valued affiliative factors equally, but single subjects, both male and female, had higher nAff scores than married subjects. NAch scores predicted achievement-related behavior best for single women, but neither nAch nor nAff was a consistently good predictor of behavior for any of the groups. When conflict between achievement and affiliation was examined, women were found to expect to make more sacrifices in affiliation in order to achieve their career goals than men did. Neither sex was satisfied with career achievement unless affiliative needs were met, but women who did not have a stable heterosexual relationship tended to strive for lower career goals than those who did, while this factor did not influence male goals. The results of this study were explained with reference to aspects of motivation theory. It was suggested that affiliation may constitute an area of achievement striving for women, and that, therefore, the high nAch of single women might be due to the presence of an unfulfilled desire for a stable relationship, reflected also in high nAff scores. While both men and women value marriage highly, it has been shown to be the paramount goal for women, around which all other ambitions are organized. Married women, having achieved this goal, can go on to high career aspirations, but single women defer commitment to a career until they know what will be expected of them in marriage. Thus career and affiliation tend to conflict for women but not for men; for men, the need to support a family gives impetus to career striving and career success increases marriage eligibility, but for women commitment in one area gives rise to the need for concessions in the other. A follow-up study is indicated to assess whether career-oriented women actually attain their stated goals or return to more traditional roles.

WE 003 581

Robertson, Susan

Sex Differences in Expectancy before and after Feedback.

Affil—Yeshiva Univ., New York, N.Y.

Pub Date—77

Note—214p.; Ph. D. Dissertation

Available from—UMI, Order Number 7806875

Data Base ID—DAIMAY78; 38-5591-B

Descriptors—Achievement, Elementary School Students, Ethnic Groups, *Expectation, Feedback, *Racial Differences, *Sex Differences, Social Relations

The present research was designed to determine the extent to which sex differences in expectancy can be generalized across achievement areas. The area studied, that of social skills, was selected because it was thought that most people would consider it an area in which females excel. It was hypothesized, however, that sex differences in expectancies would be found in both intellectual and social areas and regardless of ethnic background. In addition, it was hypothesized that sex differences in response to feedback in the formation of expectancies in the social area also would be found. Seventy-three children between the ages of 8 and 12 and from white, black, and Spanish-speaking backgrounds participated in the current study. A 12-point expectancy scale was administered in random order for three tasks–two intellectual subtests from the WISC (coding, on which girls tend to perform better than boys, and block design, on which boys tend to perform better than girls) and a social task, the role-taking test (RTT). The RTT was administered a total of three times. Following the administration of the initial expectancy measures and tasks, each child was given a second RTT task, and performance on this was reinforced with either positive or neutral feedback. A second RTT expectancy then was taken for the final RTT task, to be given the following week. When the child returned a week later, a third RTT expectancy was taken and the final RTT administered. Examination of the results of the current research points to four major findings: 1) The existence of a sex difference in initial expectancies was substantiated in the intellectual area and generalized to the area of social skills; boys initially expected to do better than girls expected to do in both areas (and regardless of actual performance). 2) A sex difference was found in the impact of reinforcement qua reinforcement in forming expectancies in the social area; girls raised their estimates more than boys following reinforcement, regardless of feedback condition. Girls tended to expect to do better than boys expected to do both immediately following feedback and after feedback and delay. 3) Boys and girls also differed in response to types of feedback in forming expectancies in the social area; girls tended to raise their estimates more following positive rather than neutral feedback and boys, to raise their estimates more following neutral rather than positive feedback. This also was true following delay. 4) Children from Spanish-speaking backgrounds tended to have the highest expectancies both on the initial intellectual and social tasks and on the social tasks after reinforcement and following reinforcement and delay. (Their expectancies were followed by those of the white and then the black children on the intellectual tasks, though this was reversed on the social tasks.) Whereas positive feedback tended to lead to higher expectancies than the neutral condition for white and black children, the reverse was true for Spanish-background children. Results of the current study were interpreted as reflecting sex and ethnic differences in levels of self-confidence and internal evaluation.

WE 003 582

Carling, Paul Joseph

Personality and Environmental Correlates of Psychological Sex Role and Career Maturity in Twelfth Grade Males and Females.

Affil—Pennsylvania Univ., Philadelphia.

Pub Date—77

Note—194p.; Ph. D. Dissertation

Available from—UMI, Order Number 7806563

Data Base ID—DAIMAY78; 38-5539-B

Descriptors—*Career Planning, High School Students, Psychological Characteristics, *Sex Differences, *Sex Role, Vocational Development, *Vocational Maturity

Identifiers—*Sex Identity

A growing theoretical and empirical literature suggests that the process of career development is different for males and females in our society. One proposed difference lies in the relative importance of personality variables such as psychological sex role for males and females in this process. This study assessed the impact of gender and psychological sex roles on a number of other variables associated with the career development of adolescents. Specifically, the variables examined were gender and sex role differences in career maturity, defined as readiness for career planning, actual career and educational plans, social status of the occupational plan, and "masculinity" of the occupational plan. Other variables which may contribute to career maturity such as academic ability, social class background, and social desirability response bias were examined as well. A second research question involved the conceptual structure of a popular measure of career development, the Career Maturity Inventory (Crites, 1973), through a comparison between empirically-derived factors, and the "rationally-deduced," or assumed factors purported by the author. Because of the exploratory nature of the study, a cross-validational design was selected. In the first stage of data collection, subjects were 130 male and 135 female 12th graders from a suburban public high school in a lower-middle-class community. In the second stage, subjects were 51 male and 53 female 12th graders from the same high school. Data collections were one year apart, and all subjects in both samples were Caucasian. The instruments used were the Career Maturity Inventory (CMI) (Crites, 1973), the Bem Sex-Role Inventory (Bem, 1975), a questionnaire involving background characteristics and future plans, and, in the second stage of data collections, a short form of Rotter's (1966) Internal-External Locus of Control Scale, as developed by Valecha (1972). Data were analyzed first through stepwise multiple regression analyses to determine the major predictors of career maturity and job masculinity, and secondly through factor analyses to examine the structure of the Career Maturity Inventory. The major predictors of career maturity differed for the two genders and each social class studies. Among working-class males, career maturity was heavily influenced by a social-desirability response bias; among females, psychological masculinity was the major predictor. Among middle- and upper-middle-class subjects, internal locus of control was closely related to career maturity in males, and sex role decreased in importance for females in the higher social classes. For all groups, career maturity was most closely related to the level of certainty about the occupational choice. Working-class males who were least feminine chose the most male-dominated low-status jobs, while females in the same social class who were most masculine chose the most male-dominated high status occupations. Among middle- and upper-middle-class subjects, males in general chose high status male-dominated jobs, and those females who were less certain about their ultimate career choice also chose the most male-dominated occupations. No significant gender differences were revealed by the factor analyses of the CMI. One major factor–knowledge of and certainty about the occupational choice–emerged for working-class males and females and for middle- and upper-middle-class males. Among females in these latter social classes, career indecision was the major factor, with knowledge and certainty about occupational choice second in importance. Little relationship was found between the empirical factors and Crites' "rationally-deduced" factors. Support for the importance of psychological masculinity among aspiring working-class females challenges conventional views that such masculinity in females is abnormal or inappropriate. Changing sex role stereotypes, and specifically the incidence of high levels of both masculinity and femininity in adolescents regardless of gender, calls for new approaches to counseling and teaching readiness skills for career decision making. Research results based on the CMI and interventions based on CMI scores must take into account serious problems with the instrument in the areas of generalizability to other populations, as well as susceptibility to response bias.

WE 003 583

Chambers, Lyn Charlene

The Evaluation of an Early Childhood Curriculum Designed To Broaden Sex–Role Standards.

Affil—Cornell Univ., Ithaca, N.Y.

Pub Date—77

Note—191p.; Ph. D. Dissertation

Available from—UMI, Order Number 7806327

Data Base ID—DAIMAY78; 38-5641-B

Descriptors—*Changing Attitudes, Curriculum Design, Experimental Curriculum, Preschool Children, *Preschool Curriculum, Sex Differences, *Sex Role, Social Attitudes, *Social Behavior

This dissertation reports an investigation of the effects of a preschool curriculum designed to broaden children's ideas of what constitutes sex appropriate behavior. It was predicted that participation in the curriculum would reduce the amount of sex appropriate play and increase the amount of sex inappropriate play a child engaged in, broaden the child's sex role standards, and increase the child's social competence. The planned curriculum included nonsexist books and play materials, field trips and class visitors, and teacher-directed activity periods in which children were encouraged to engage in traditionally sex inappropriate play. The curriculum description, however, was only a guide for the teachers; planning and initiation of all activities were their responsibility. The procedure was to assess the dependent variables for the experimental group of children (n=19, mean age=40 months) prior to and following the five-month curriculum and to compare the amount and direction of any changes in these variables to the changes that occurred for a matched control group (n=21, mean age=40 months) following a traditional preschool program. The child's play activities were assessed by having an observer, blind to the experimental conditions, record the activities the child engaged in for the first 60 minutes of the free play period. The amount of sex appropriate play and the amount of sex inappropriate play were calculated in terms of percentage of time spent on and the number of different activities of each type. Sex role standards were assessed during a structured interview using photographs and drawings. Questions were asked about personal vocational choice, toy preferences, perceived attributes of adults and children, and notions of adult role flexibility. Social competence was determined by using the behavioral checklist developed by the Harvard Preschool Project, which involves noting various aspects of the child's interactions with peers and adults during a 30-minute observation. The data were analyzed using an analysis of covariance with curriculum and sex as the independent variables and with the fall scores on the dependent variables as covariates. There were no main effects for curriculum for any of the dependent variables; thus, none of the three hypotheses were confirmed. The results are discussed in terms of two alternative interpretations: 1) This particular curriculum had weaknesses that made it ineffective. 2) Even with increased intensity or other modifications, the curriculum would not have been effective. Evidence of the teachers' failure to implement several aspects of the curriculum is cited in support of the first interpretation. The second interpretation is discussed in terms of the structure and content of the sex role standards of children of this age, the distinction between sex role socialization as traditionally conceived and the type of change this intervention was trying to effect, and television as an agent of sex role socialization. The dissertation also includes a descriptive study of the degree of sex typing in children's play patterns and the extent of children's awareness of cultural sex role standards. The principal findings were that children engage much more in sex appropriate play than in sex inappropriate play, that children of this age are aware of cultural sex role stereotypes, that the belief that activities are restricted to one sex is not held by most children, but is significantly correlated with age, and that children learn the cultural male-role standards earlier than the cultural female-role standards.

WE 003 584

Caldwell, Aqualyn Toy

A Comparison of Assessment Modes with Low Assertive Men and Women.

Affil—Georgia Univ., Athens.
Pub Date—77
Note—77p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805987
Data Base ID—DAIMAY78; 38-5560-B
Descriptors—*Assertiveness, Interpersonal Relationship, *Personality Assessment, *Response Mode, *Sex Differences, Social Behavior

The effects of two analogue procedures in assessing assertiveness were evaluated in a multivariate factorial design. Sixteen low assertive females and 16 low assertive males were selected from a group of 320 college students who took the College Self-Expression Scale used to measure levels of assertiveness. The assessment procedures were tape recorded situations (TRS) and Behavioral Roleplaying Tests (BRPT). They were identical except that BRPT involved a live roleplayer, and TRS participants were given written prompts. Each participant received both, but presentations were counterbalanced to control for order effects. Scenes involved three types of content which were presented in random order (e.g., scenes requiring refusal, request, or commendatory assertive responses). Half the scenes required male and half female roleplayers. At the beginning of the study and the close of each assessment period, participants completed the state anxiety portion of the Self-Evaluation Questionnaire, yielding a total of three anxiety scores. The final assessment was a written paper-pencil test of assertiveness using similar scenes, in which participants had to choose from an assertive, a nonassertive and an aggressive response. Responses were scored on four behavioral components of assertion (response latency, voice inflection, content, and overall assertiveness). Results showed a significant main effect for type of assessment technique on response latency and overall assertiveness and an order by assessment interaction for these same variables. TRS tended to elicit more assertive behavior than BRPT. Separate analysis on type of content showed no differences between male and female participants, but significant differences were obtained for the sex of the role player and for type of content. Female commendatory scenes elicited highest assertive responses, and female request scenes, lowest for all participants. Analysis of anxiety scores indicated that females had higher anxiety levels than males, and all participants showed higher anxiety levels following BRPT assessment. The paper-pencil test was significantly correlated with mean content scores and appeared to be an adequate measure of knowledge of assertive responses. Results of this study support the contention that the type of assessment technique is of major importance in determining social skills deficits. The type of content, presence of others, and sex of the roleplayer, all influenced the responses of the low assertive participants of this study.

WE 003 585

Gilbert, Leslie Ruth

Internal Attribution for Success and High Achievement Motivation for Men and Women.

Affil—Catholic Univ. of America, Washington, D.C.
Pub Date—77
Note—103p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805729
Data Base ID—DAIMAY78; 38-5645-B
Descriptors—*Achievement Need, *Attribution Theory, Motivation, Sex Differences, Task Performance

This study was designed to extend the applicability of the attribution theory of achievement to women. According to attribution theory, the achievement motive is high only when personal responsibility for task outcome is experienced. Internal attribution for success provides a reward value for achievement, thus increasing the likelihood that achievement tasks will be sought out in the future. Previous research has not been able to establish the usefulness of the attribution model for women. It was submitted that this is because only student populations have been tested thus far. Evidence suggests that academic achievement is not the same process for women as career achievement. It was hypothesized that among career men and women, there will be a positive relationship between high achievement motivation and internal attribution for success, as attribution theory predicts. Hypotheses relating level of expectation of success to attribution to either stable or variable causal factors were tested. These relationships are postulated in Heider's "native theory of action." It was predicted that women will be just as likely as men to attribute success to the stable factor of ability if women have high initial expectations of success. Women have been shown to have low expectations due to their sex role socialization that downgrades the competence of women. For this reason, the effect of sex role identity on achievement motivation, expectation of success, and career choice were explored in the present study. Subjects were 100 men and women selected on the basis of their career choice. Men and women were distributed equally into sex appropriate and sex inappropriate careers. Subjects were tested for achievement motivation using the TAT and the Mandler-Sarason Test Anxiety Questionaire to derive scores for resultant achievement motivation. The Mehrabian Achieving Scales were also administered. Sex role identity was demonstrated by the Personal Attributes Questionaire, a self-report scale developed by Spence, Helmreich, and Stapp (1974). Subjects were given an anagram task in the context of which they rated their initial expectation of success and their attribution for success following false feedback that they had succeeded in the 90% level of all subjects. The major finding of the study was that sex role identity, and not attribution, was the strongest predictor of achievement behavior in men and women. For both sexes, high masculinity scores were significantly correlated with masculine career choice, high achievement motivation and expectation of success, and low test anxiety. For both sexes, the degree of incorporation of sex role stereotypes into the self-concept influenced a constellation of achievement variables. Significant sex differences were found with men higher than women on expectation of success, and women higher than men on text anxiety. These findings confirm those of previous research showing that there are psychological obstacles for women for their expression of achievement behavior, due to the sex role socialization of women. The results provided only limited support for attribution theory. Level of achievement motivation had no effect upon attribution for either men or women. This finding represents a challenge to the general applicability of attributions theory to diverse populations. High expectation of success did have the predicted effect upon attribution to the stable factor of ability for both men and women. However, low expectation of success was not related to attribution to variable factors, as the theory predicts. All subjects attributed task success to ability more than any other causal factor. Luck attributions were made least often. It was concluded that task outcome had an important influence upon the attributions of the present sample and the interactive effects of task outcome and expectation of success need to be further explored.

WE 003 586

Webershapiro, Diane Gayle

The Marriage Relationship of Women Writing Doctoral Dissertations.

Affil—California School of Professional Psychology, Berkeley.
Pub Date—77
Note—248p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805655
Data Base ID—DAIMAY78; 38-5601-B
Descriptors—Doctoral Theses, *Graduate Students, *Interpersonal Relationship, *Marriage, *Role Conflict, Sex Role

Four married couples in which wives were writing doctoral dissertations participated in an exploratory study which focused on the interaction of career preparation and marriage dynamics. Women writing doctoral dissertations were seen as a unique population in which to view issues related to autonomy and achievement in women. Given the increasing equality of education and work opportunities available to women and the changing trends in the family lifestyle patterns of women, this study focuses on the psychological dimension of combining career and family. The sample was selected from graduate universities and professional schools in the San Francisco Bay Area and consisted of women actively involved in the dissertation process and their husbands. All couples had been married at least two years and were childless when the wife began her thesis work. Participants were given both individual and couple interviews utilizing a nonscheduled standardized format. All interviews were tape-recorded and lasted an average of three hours per interview. Additional personal background material was gathered from written questionnaires. A thematic analysis of data appears in individual case studies. Results were discussed in terms of the overall effect of dissertation writing on marriage and dimensions which differentiated the couples' style of adaptation. Overall, the wife's dissertation involvement resulted in 1) change in each spouse's perceptions of self, other, and the relationship; 2) an increased disengagement from the relationship by the wife, and 3) an accentuation of sex role and autonomy-related issues in marriage. Analysis of the data revealed two different styles of adaptation which women utilized in approaching the dissertation task–the collaborative and the competitive style. Dimensions which differentiated collaborative from competitive women were 1) woman's approach to the dissertation task including selection of topic and relationship to chairperson; 2) woman's style of combining career and family roles, including deferment, postponement, and integration of nurturance; 3) woman's capacity to integrate dependency needs with autonomous strivings in marriage. Two different styles of responding to the wife's dissertation were demonstrated by husbands–the supportive and the unsupportive style. Dimensions which differentiated supportive from unsupportive husbands were husband's level of career satisfaction and commitment, husband's early perceptions of his wife's intellectual capabilities, and husband's response to growing separateness in the relationship. Findings on these dimensions indicate that couples varied in their capacity to adapt to the wife's increase in self-esteem, status, and autonomy in the relationship as she confronted the dissertation task. Two couples integrated new role behavior into their self-concepts and experienced increased individual autonomy and sex role flexibility in marriage during this period. The other two couples experienced role strain in attempting to expand traditional sex role divisions and gain greater independence in the relationship. They experienced marital struggles analogous to the separation-individuation stage of childhood development whereby a child gains increased autonomy from the mother/child dyad. Theoretical frameworks provided by Mahler and Jung were applicable in understanding the psychological processes involved in gaining increased autonomy within the couple dyad and integrating feminine affective and masculine instrumental role behavior in marriage. Discussion of findings indicated that dissertation writing accentuates a crisis in women's lives related to the role transition from graduate student to professional and the developmental transition from "provisional adulthood" (Levinson, 1975) to adulthood. The dissertation period may be understood as a developmental crisis in marriage which promotes higher psychological functioning and integration for some couples and promotes regression by reactivating early unresolved developmental issues for other couples. Based on these findings, research implications and recommendations were directed to helping professionals and graduate school institutions. Limitations of the research were also discussed.

WE 003 587

Aaron, Harry Michael

Effects of Training by Reinforcement, Exemplary Modeling, and Cognitive Modeling on Problem-Solving Efficiency in Males and Females.

Affil—East Texas State Univ., Commerce.
Pub Date—77
Note—106p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805460
Data Base ID—DAIMAY78; 38-5535-B
Descriptors—*Cognitive Development, *Problem Solving, *Reinforcement, Role Models, Sex Differences

The study was conducted with the purpose of determining whether various training procedures would have an effect on the problem-solving efficiency of subjects. Comparisons were made among the differential effects of reinforcement, exemplary modeling, and cognitive modeling training conditions and a control condition. The possible effects of sex on problem-solving efficiency were also examined. The subjects in the present study were 64 volunteers selected from a population of undergraduate students enrolled in psychology courses at the East Texas State University. By use of a screening test, subjects were separated into efficient and inefficient problem-solving categories. Subjects who attained a screening test score of 5.9 points or lower (the inefficient solvers) were placed in one of four groups (training or control). Subjects placed in the training groups were exposed to either reinforcement, exemplary modeling, or cognitive modeling training procedures. Subjects in each condition (to include the control conditions) were equally divided as to sex. All subjects were given work and situation problems to solve. In the reinforcement training condition, subjects were given verbal reinforcers for a correct word problem manipulation and for asking a constraint seeking question on the situation problems. The exemplary modeling training condition involved the subjects' observing the experimenter solve work and situation problems. Subjects in the cognitive modeling training condition observed the same process as those in the exemplary modeling condition. In the cognitive modeling condition, however, subjects were given the principles underlying effective solution of the word and situation problems. Immediately following the training procedures, all subjects were administered a posttreatment evaluation consisting of word and situation problems to determine how the various conditions had affected their problem-solving efficiency. The dependent measure for the word problems was the mean score attained by the subject over five problems on the posttreatment evaluation. The dependent measure for the situation problems was the number of constraint seeking questions asked in relation to the total number of questions asked to reach a solution over two problems on the posstreatment evaluation. For the word problems, the data indicated that the performance (mean scores) of male subjects was greater than the performance of female subjects. No significant differences were found between the control, reinforcement, exemplary modeling, and cognitive modeling conditions. For the situation problems, analysis of the data showed no significant differences in problem-solving efficiency (mean scores) between male and female subjects. Significant differences were indicated, however, involving the effects of the various training conditions on problem-solving efficiency. The cognitive modeling and exemplary modeling procedures were shown to be more effective than the reinforcement or control conditions in producing efficient problem solvers. In neither the word nor the situation problems did sex interact with the training conditions to produce a significant effect on problem-solving performance. The results of the present study suggest that females can conceivably perform as well as males on certain types of problem-solving tasks. It is suggested that in solving problems which require no mathematical ability, there is no difference in performance attributable to sex. It may also be concluded that the cognitive processes used in the solution of mathematical problems and word problems differ. It has been shown that methods used for training subjects in situation-type problems will not necessarily be successful in mathematical word problem training. Future research in problem-solving should concentrate on training methods which will be successful in varied problem situations in order to ameliorate the formulation of educational objectives and improve classroom instruction.

WE 003 588

Muldrow, Tressie Wright

Differences in Patterns of Processes of Male and Female Executives in a Simulated Managerial Decision Task.

Affil—Howard Univ., Washington, D.C.
Pub Date—77
Note—249p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805441
Data Base ID—DAIMAY78; 38-5625-B
Descriptors—*Administrative Personnel, *Decision Making Skills, Individual Characteristics, Managerial Occupations, Risk, *Role Perception, Self Evaluation, Sex Differences

Two hundred male and female executives in federal agencies participated in a study of managerial decision-making. They were matched on the basis of type of managerial position. The subjects had to be in their present positions for at least five years. These executives completed self-report forms designed to assess open/closedmindedness, risk-taking propensity, and sex role perceptions. In addition, they completed a simulated personnel decision task. Hypotheses focused on the "accuracy" of the decision made. As was predicted, both the male and female executives were able to select from among a set of alternatives and make the "correct" choice. Accuracy in decision-making was presumed to be a managerial-related, not a sex-related function. Other predictions were not totally confirmed. Stepwise regression analyses revealed there were three predictors that contributed to an understanding of the variance in decision-making accuracy among male and female executives. These predictors were confidence in the decision made, importance of the information available for making the decision, and dogmatism. Additional analyses revealed that there was a critical subset of variables that interacted with decision accuracy for the male executives, and the subset was different from the subset of variables for female executives. Factors in the decision-making process for males were more comprehensive than for females. In other words, more variables predicted accuracy in decision-making for males than for females. Four variables formed the female subset, and the male subset was composed of seven variables. Q factor analysis resulted in three male, three female, and three male/-female typologies present among these executives. The findings of this analysis demonstrated female and male executives can both be quite successful in their performance in a personnel decision-making situation though the mediating processes are different. The findings were discussed in terms of a psychological pattern of variables which affects managerial decision-making and how this pattern mediates differently in female and male executives. Implications for management training were also discussed. Future research needs were delineated.

WE 003 589

Oliyaee-Zand, Shahin

The Effects of Differential Feedback on Expected and Actual Mathematical Achievement of Male and Female College Freshmen.

Affil—North Dakota Univ., Grand Forks.
Pub Date—77
Note—79p.; Ph. D. Dissertation
Available from—UMI, Order Number 7805416
Data Base ID—DAIMAY78; 38-5545-B

Descriptors—Academic Achievement, College Students, *Expectation, *Feedback, *Mathematics, *Sex Differences

Becoming an adult involves becoming a man or a woman, and fulfilling one's sex role is an important developmental task that every human being faces. Mathematical achievement is seen to be more closely related to the male sex role than to the female sex role. Studies have shown that no sex differences in mathematical achievement appear until adolescence, at which time boys and girls place major emphasis on assuming a sex role they perceive as "appropriate" to society. These studies reveal that boys score higher than girls in mathematical achievement. The present study asserted that if there are no sex differences in mathematical ability until adolescence, and if traditionally-prescribed sex roles condition a lowered achievement expectancy and inferior mathematical ability in females, then traditionally-prescribed sex roles play a vital part in giving females a negative feedback that may be actually false in regard to their potential for learning mathematics. Thus, this study investigated the effects of differential feedback on expected and actual mathematical achievement of males and females. The relationships between achievement expectancy and actual achievement as well as attitude toward mathematics were also studied. Male and female subjects were ranked separately on the differences between their expected achievement and their actual achievement on a mathematics test. The subjects were then assigned to one of the following groups–the false positive feedback group (subjects' actual mathematics score increased by 10 points); the false negative feedback group (subjects' actual mathematics score reduced by 10 points); the true feedback group (subjects' actual mathematics score), and control group (no feedback). Approximately one week later, the subjects were given the feedback for their assigned group and asked to estimate their achievement expectancy on a second mathematics test. The second mathematics test was then administered. The results indicated that a high positive relationship exists between expectation of mathematics achievement and actual mathematics achievement of both males and females. The findings also indicated that women score significantly lower than men on both mathematics achievement expectancy and actual achievement. These findings are consistent with previous research which shows that expectation is an important determinant of one's attainment, and with other research which indicates that females exhibit a lower expectancy of success than males in mathematics. The study found a significant difference in attitude toward mathematics between males and females with the females scoring significantly lower than the males. A high positive correlation between attitude toward mathematics and actual achievement in mathematics was also found. The results indicated a significant increase in expected and actual mathematical achievement of males and females when given false positive feedback. This finding provides an indication for a way to overcome the lower level of achievement in mathematics for either sex. Both males and females decreased the level of their achievement expectancy when given false negative feedback. The females' actual achievement was also significantly decreased after this feedback. In view of this finding, it is possible that the lower mathematics achievement has indeed been induced in women. The males' actual achievement score was significantly increased after false negative feedback. The possibility that the male subjects with their greater confidence in their mathematical ability not only persisted in their achievement but viewed the situation as challenging thus indulged themselves in more efforts to solve the problems was discussed. Supportive and rewarding actions to help women overcome their fear of and develop their potentialities in mathematics were strongly urged.

WE 003 590

Moore, Loretta Marie

Distinguishing Characteristics of Women Managers.

Affil—Wayne State Univ., Detroit, Mich.

Pub Date—77

Note—200p.; Ph. D. Dissertation

Available from—UMI, Order Number 7805208

Data Base ID—DAIMAY78; 38-5624-B

Descriptors—*Administrative Personnel, Career Ladders, Family Role, *Individual Characteristics, Nurses, Role Perception, *Supervisors, Working Women

Identifiers—*Nontraditional Career Choice

This study involved an investigation of characteristics which distinguish women who choose traditional versus nontraditional careers and who function at differing occupational levels. The traditional role was represented by nurses, and nontraditionals were women in business and industrial positions in which 20% or fewer of the job incumbents were female. The three contiguous occupational levels were 1) women at the second supervisory level–division or area supervisors in nursing; and women in business supervising supervisors, 2) women at the first supervisory level–head nurses and unit supervisors, and 3) women in nonsupervisory positions who aspire to promotion and have some responsibility over work of others–general duty nurses and team leaders. The women were matched across the three occupational levels to be within five years of age and to be at or near the same educational level. Fifty-two women at each of the three occupational levels comprised the nursing sample and 49 women at each of the three occupational levels comprised the business women sample. Findings revealed that the women in nontraditional business roles were more achieving, emphasized production more, and saw themselves as having characteristics more like managers and men and not having characteristics not ascribed to the latter two groups. The first supervisory level business women also were more job involved and more consideration-oriented than the first level supervisory head nurses. The business women spent fewer years in their job classification and their careers but had spent more time within their organization. They also supervised fewer employees than the nurses. The business women considered the domestic role as less important, had fewer children, and had fewer children living at home, than did the nurses. The two groups did not differ in their attitude toward the importance of their careers, their perceptions of their husband's attitudes, or in the education level of their spouse and parents. The women at the higher occupational levels were more achieving, placed greater emphasis upon production emphasis, and saw themselves as having characteristics more like managers and men and less apt to have characteristics "less like managers and men" and "managers and women." The higher the occupational level, the greater the job involvement for the business women and the lower the consideration for the nurses. The women at higher occupational levels were also employed within their organization and career longer and supervised more employees. Hence, leadership attributes and behavior did vary between the two organizational settings and across the differing occupational levels in predictable ways and consistently with sex role expectations within each setting. It was suggested that early in their development, these women probably tended to be like their respective profiles, although the influence of the working environment most likely also influenced their responses so that an interactive process was presumably involved.

WE 003 591

Usher, Sarah

Self-Esteem in the Mature Married Woman as a Function of Working Status and Feminist Attitudes.

Affil—York Univ., Downsview (Ontario).

Pub Date—77

Note—Ph. D. Dissertation

Data Base ID—DAIMAY78; 38-5598-B

Descriptors—*Feminism, *Labor Force Nonparticipants, Religion, *Self Esteem, *Working Women

Identifiers—*Married Women, Womens Liberation Movement

The relationship of working and nonworking behavior and attitudes toward the women's liberation movement to the self-esteem of 206 40- to 50-year-old university-educated married mothers was explored. Phase I of the study involved administering three scales to the 206 subjects–the Tennessee Self-Concept Scale, the Dempewolff Feminism Scale, and a Personal Information Form. Phase II of the study involved conducting a taped personal interview with a random sample of 16 of the 206 subjects. The subjects were divided into four groups based on their reported working/nonworking status–working by choice, working forced, not working by choice, and not working forced–and hypotheses were proposed based on these groups. Results of the study showed that subjects with high feminism scores had significantly higher self-esteem than did subjects with low feminism scores; that Protestants had significantly lower feminism scores than did the members of other religious groups studied; that working subjects had higher feminism scores than did nonworking subjects; and that subjects with high self-esteem felt they had more satisfying marital relationships than did subjects with low self-esteem. It was also found that the "force"/"choice" categorization, on which the hypotheses had been based, may have been invalid in many cases here as this distinction proved to be extremely subtle, particularly for nonworking subjects. It was suggested that future researchers using this type of classification probe subjects' responses to questions of this nature more deeply.

WE 003 592

Bell, Janet McClam

An Assessment of Leadership Behaviors of Female Administrators in an Urban School District.

Affil—Pittsburgh Univ., Pa.

Pub Date—77

Note—89p.; Ph. D. Dissertation

Available from—UMI, Order Number 7809574

Data Base ID—DAIJUN78; 38-7104-A

Descriptors—*Administrative Personnel, *Administrator Evaluation, Leadership Styles, *Principals, Self Evaluation, Working Women

The study was designed to develop a rationale for the assessment of leadership behaviors of female urban administrators, and to assess these behaviors using a sample of faculty and female administrators from urban schools. The Leadership Behavior Description Questionnaire (LBDQ) was used to assess the performance of female urban administrators. This study was conducted in 21 elementary schools. A total of 19 administrators and 101 faculty members participated in this study. Data were obtained from the 12 subscales of the Leadership Behavior Description Questionnaire and consisted of the total score assigned to each administrator by each faculty member rating a particular administrator and each administrator's self-rating. For each subscale of the LBDQ, three types of analyses were performed on the ratings provided by female faculty, male faculty, and administrators–an overall assessment, a comparison of the administrator's self-rating and the mean rating provided by the female faculty within that school, and comparison of the ratings provided by the female faculty within each school. The following null hypotheses were presented in this study: 1) There will be no significant difference in the male and female faculties' assessment of female leadership in the 12 areas as defined by the LBDQ. 2) There will be no significant difference in how the male faculty members assess their female administrator and how that administrator assesses her behavior in the 12 areas as defined by the LBDQ. 3) There will be no significant difference in how the female faculty members assess their female administrator and how that administrator assesses her behavior in the 12 areas as defined by the LBDQ. According to the data analyzed by the LBDQ, the null hypotheses could not be rejected by this study. Furthermore, the investigator concluded that sex is not an intervening variable in the assessment of female administrators, but the self-perception of the administrator's behavior on specific scales in particular schools is substantially different from the faculty's assessment within each school. Also, the investigator finally concluded that the faculty in one school perceived their administrator as performing with limited capabilities in her leadership role. In the final section of this study, data collected from personal interviews which were conducted with 14 female administrators in the school system are presented. The interview format explored several dimensions of the career experiences of these administrators prior to their becoming principals. The investigator concluded the following: 1) The period of time which elapsed between the administrator's initial appointment as teacher and her subsequent appointment to a principalship is great. 2) The female administrator's initial appointment seems to be received at the 35- to 40-year-old range.

WE 003 593

Hampton, Blythe Carroll

The Motivation of Female College Business Students To Manage: A Study of Selected College Business Students in Certain Functional Specialties.

Affil—North Carolina Univ., Greensboro.
Pub Date—77
Note—121p.; Ed. D. Dissertation
Available from—UMI, Order Number 7809131
Data Base ID—DAIJUN78; 38-7430-A
Descriptors—*Business Administration, College Curriculum, College Students, *Curriculum Development, Management, Managerial Occupations, *Motivation, Sex Differences

The study investigated the motivation of college business students to manage. The purpose was to determine if there is a need for curriculum development which would provide more appropriate educational experiences for females who aspire to management positions. It was hypothesized that: 1) There would be significant differences between males and females in the motivation to manage. 2) There would be significant differences among the functional specialties in the motivation to manage. 3) There would be a significant interaction between sex differences in the motivation to manage and functional specialty. The hypotheses of this study related to overall differences; however, each subscale of the instrument used to measure the motivation to manage was analyzed separately in order to determine if significant differences existed on the individual subscales. A total of 192 subjects–109 males and 83 females–participated in the study. The functional specialties studied were general management, accounting, marketing/merchandising, and banking/finance. The motivation to manage was measured through the use of the Miner Sentence Completion Scale. Two-way analyses of variance and chi-square analyses were the statistical techniques employed. A questionnaire was used to obtain demographic and biographical data related to functional specialty choice. Six female students were interviewed in order to provide more insight into individual motivation. There were no significant differences between the males and females on total scores; therefore, the hypothesis that there will be significant differences between males and females in the motivation to manage was rejected. When the subscales of the test were analyzed separately, however, several significant differences were found. No significant differences in the motivation to manage were found among the functional specialties; therefore, the hypothesis that there will be significant differences among the functional specialties was rejected. There was no interaction in the analyses of the total scores; therefore, the hypothesis that there will be a significant interaction between sex differences in the motivation to manage and functional specialty was rejected. When the subscales were analyzed separately, however, a significant interaction was found on one of the subscales. Analysis of the test revealed that the females were negative toward competition, and that the males were negative toward authority figures. Overall, it was concluded that there is no need for curriculum development which would provide more appropriate educational experiences for females who aspire to management positions. However, it was concluded that the females would benefit from curricular experiences which would strengthen their competitive motivation, and the males would benefit from curricular experiences which would change their attitudes toward authority. It was concluded also that since the functional specialties were quite similar in managerial motivation, there is no indication that management programs should be designed for any particular functional specialty.

WE 003 594

Snyder, Joachim John

Factors Relating to Self–Actualization and Motivation To Achieve in Learning among College Women.

Affil—Fordham Univ., Bronx, N.Y.
Pub Date—78
Note—100p.; Ph. D. Dissertation
Available from—UMI, Order Number 7809017
Data Base ID—DAIJUN78; 38-7244-A
Descriptors—*Academic Achievement, *Achievement Need, College Students, Motivation, *Self Actualization

The study explored the common factors contributing to self-actualization and motivation to achieve academically among students attending a small liberal arts college for women in New York state. The sample of 235 represented approximately 25% of the college's population. This investigation used two instruments which were administrered in the fall semester of 1976. The first instrument was the Personal Orientation Inventory (POI) devised by Shostrom (1974) to measure behaviors and values thought to be important in the growth of self-actualizing individuals. This measure yielded scores on 12 variables–time competence, inner directedness, self-actualizing value, existentiality, feeling reactivity, spontaneity, self-regard, self-acceptance, synergy, acceptance of aggression, capacity for intimate contact, and nature of man, constructive. The second instrument was the AC-PIE Scale developed by Ballif and Eklot (1972) to test motivational responses of students to learning in school. This measure is based on a five-component model of motivation formulated by Ballif. This formulation rests on the assumptions that most motives are acquired by means of learned cognitive and affective associations and that these associations become cues in subsequent situations evoking a variety of responses which together comprise motivated behavior. The sets of responses essential to human motivation can be categorized under five groupings–affective, conceptual, purposive, instrumental, and evaluative. The original AC-PIE Scale, used to test high school students on these responses, was modified to suit a college population. Statistical procedures included computation of the product-moment correlation coefficients of the associations between the 12 POI and 5 AC-PIE variables. From the resulting correlation matrix initial unrotated factors were extracted by means of a principal-component solution. These extracted factors were rotated obliquely to obtain terminal factors. Of the three extracted factors, Factor I and Factor III, with strong loadings from the POI variables, were labeled emotionality and valuation. Motivational variables loaded strongly on Factor II, which was called academic achievement motivation. Only 12 of the correlations between motivational and self-actualization constructs were weak to moderate (range of r between .31 and .42). It was concluded that in the sample of this study, tendencies towards self-actualization and motivational tendencies to achieve academically were quite unrelated.

WE 003 595

Selkow, Paula

Effects of Observational Learning and Symbolic Verbalization on Vocational Aspirations of Kindergarten and First Grade Girls.

Affil—Fordham Univ., Bronx, N.Y
Pub Date—78
Note—152p.; Ph. D. Dissertation
Available from—UMI, Order Number 7809015
Data Base ID—DAIJUN78; 38-7241-A
Descriptors—*Audiovisual Aids, *Changing Attitudes, Elementary School Students, Films, Instructional Materials, *Occupational Aspiration, Sex Differences, Sex Stereotypes, Vocational Interests
Identifiers—*Nontraditional Career Choice

The effects of modeling on the sex stereotyping of occupational choice and the number of job selections were examined. Subjects were 93 girls, ages 5-7, attending kindergarten, first grade, and mixed kindergarten and first grade classes in the Princeton Regional Schools, Princeton, New Jersey. All 10 kindergarten and first grade classes in two elementary schools participated. Although boys were not the focus of the current investigation, they were full participants and their results were analyzed a posteriori. Classes were randomly assigned to three experimental groups. Experimental Group 1 (the film group) was exposed to films depicting females in nontraditional careers. Each film was seen twice. Experimental Group 2 (the film-verbalization group) saw the same films as Experimental Group; however, during the second showing, the sound was turned off, and they were instructed to talk out loud about what they were observing. Experimental Group 3 was the control and did not see the films. Prior to the study, parents of the sample children were asked to state their occupations and their current work status (working or not working). Results were elicited from 71 of the 93 girls' parents. It was found that a higher proportion of the sample girls' mothers were employed as compared with mothers in the general population, and a much greater number of mothers and fathers were working in professional and technical occupations than their American counterparts. Pre- and posttesting were done using the Vocational Aspiration Question. Answers were scored for their average degree of sex stereotyping (orientation score) and the actual number of occupations chosen (number score). One way unweighted means analyses of covariance were performed on both orientation score and number score. Pretest scores served as the covariate. Treatment (film, film-verbalization, and control) was the independent variable. Analysis of the data showed that neither orientation scores nor number scores changed significantly for any of the treatment groups. Additional analyses were performed a posteriori on the pretest scores and indicated that girls whose mothers were working chose more occupations than girls whose mothers were not employed. Further, the occupations chosen by daughters of working mothers were significantly less sex stereotyped than were those of daughters of nonworking mothers. Boys' scores were analyzed and did not show any significant changes after the treatment. However, boys differed significantly from girls on their pretest orientation scores. Boys gave scores which were significantly more masculine-oriented than did girls. Three-way unweighted means analyses of covariance were performed on both posttest orientation and number scores. Covariates were the pretest scores and sex; treatment (film, film-verbalization, and control) and mother's vocational participation (working and not working) were the independent variables. No interaction effects were found on orientation score; however, there was a significant main effect for sex. On the posttest, boys' occupational choices were less feminine-oriented than those of girls. On number score, there was a significant interaction for sex, treatment and mother's vocational participation. However, a posteriori analyses using the Newman Keuls Test, with alpha set at .05, yielded no significant differences between any paired means. The results of the study suggest that short-term exposure to films where women are shown in atypical careers, with or without symbolic verbalization, was not effective in changing either the sex orientation or the number of girls' vocational choice. There were several possible explanations. The sample was from a higher SES and had been exposed to more maternal models who were less vocationally stereotyped than their American counterparts. Thus, the girls' vocational aspirations may have been less sex stereotyped to begin with, affording less leeway in which to show significant changes. Further, their continued exposure to parental and other models (e.g., television and movie figures) may have mitigated the effects of treatment. That the treatment was too brief and not intensive enough was also suggested. The limitations of the measuring instruments, especially the fact that they may have masked variability, were also cited as possible factors accounting for the nonsignificant results. Recommendations were made for modifying the scope of future studies so that a different, and perhaps more sensitive, type of measurement could be used. It was urged that longer and more intensive film treatments, similar to the one used in the present study, be prepared and shown in the schools. The importance of a more realistic portrayal of women on television and in movies was also discussed.

WE 003 596

Healey, Margaret Sachs

College Women's Perceptions of Counselors as a Function of Counselor Sex, Style and Client Problem Type.

Affil—Fordham Univ., Bronx, N.Y.
Pub Date—78
Note—99p.; Ph. D. Dissertation
Available from—UMI, Order Number 7809001
Data Base ID—DAIJUN78; 38-7153-A
Descriptors—College Students, *Counseling Theories, *Counselor Evaluation, Sex Differences

The purpose of this investigation was to answer the question, "Are college women's perceptions of counselors affected by the sex of the counselor, the counseling style of the counselor, the presenting problem of the college women, or by an interaction between or among these variables?" The two counseling styles selected for this study were the reflective approach of Rogers and the directive approach of Ellis. Client problem type, either personal-social or educational-vocational, was derived from women's responses on a pretreatment questionnaire. Women's perceptions of counselors were quantified by a score on the Barrett-Lennard Relationship Inventory (RI). During the spring semester of 1977, 425 randomly selected female undergraduates, enrolled in one of two all-women Catholic colleges, responded to a pretreatment questionnaire. Based on responses to the questionnaire, 312 women were selected as subjects (educational-vocational = 244; personal-social = 68). The final sample was reduced to 296 college women because two women with personal-social concerns and 14 women with educational-vocational concerns did not complete the experiment. Subjects were randomly assigned to one of four groups. The first group heard a tape recording of a male counselor taking the role of Rogers in a rerecording of an actual session conducted by Rogers. The second group heard a tape recording of a male counselor taking the role of Ellis in a rerecording of an actual session conducted by Ellis. The third group heard a tape recording of the same Rogers' counseling session, but with a female counselor taking the role of Rogers. The fourth group heard a woman in the role of counselor in a verbatim rerecording of the same Ellis' session. A female undergraduate student took the role of the client in all of the tape recordings. After listening to the taped segments of counseling sessions, each subject completed the RI, which is a description of her perceptions of the counselor whom she had just heard. Each of the groups heard only one recording of the counseling sessions. The research question and the selection of variables indicated a 2 x 2 x 2 fixed-model analysis of variance. The design permits the generating of two hypotheses, comprising three main effects and four interaction effects. Hypothesis 1, that college women's perceptions would not be affected by counselor sex, counselor style, or client problem type, was rejected in part. There was no significant difference in college women's perceptions as a function of counselor style or client problem type; however, there was a significant difference in college women's perceptions of counselors as a function of counselor sex. Female counselors were perceived more favorably than male counselors across style of counseling and concerns of clients. Hypothesis 2, that college women's perceptions would not be affected by the interaction of counselor sex, counselor style, and client problem type, was not rejected. There were no significant interactions between the variables. In general, the findings of the present study supported recent research which indicated that women clients are changing their counselor preference from male to female counselors. The effect of the women's liberation movement on college women was discussed. The results of this study did not substantiate previous literature which suggested there would be significant differences in client perceptions as a result of the interactions of counselor sex and client problem type, and counselor style and client problem type. Possible implications from these findings were discussed. Because this study was limited to subjects at two all-women Catholic colleges, further research should also examine the perceptions of women in other settings. Investigators should study the effects of the variables of counselor sex, counselor style, and client problem type on men's perceptions of counselors.

WE 003 597

Sargent, Janice L.

Female Leaders in Small Groups: The Effect of Three Leadership Styles on Perceived Leader Behavior, Group Member Satisfaction, and Group Interaction.

Affil—Florida State Univ., Tallahassee.
Pub Date—77
Note—177p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808968
Data Base ID—DAIJUN78; 38-7022-A
Descriptors—*Group Dynamics, Group Relations, *Leadership Styles, Participant Satisfaction, Sex Differences

The three leadership styles, drawn from the work of Bales, Slater, and others, were defined as task-oriented only (TO), social-emotional-oriented only (SEO), and a blend of task-oriented and social-emotional-oriented together (BLD). Perceived leader behavior was measured with Beer's et al. Member Reaction to Leader instrument which consists of 13 Likert-type seven-point scales. Five of these formed a unidimensional factor and thus were summated and used in the statistical analysis. A 14-item Member Reaction to Group instrument was used to measure group member satisfaction. From factor analysis, three dimensions (task accomplishment, intragroup conflict, and self-reported anxiety) were identified and separately used in subsequent hypothesis testing. Group interaction data were gathered by trained observers, using Bales IPA system. Subjects (n = 121) were Auburn University students who enrolled in the basic speech communication course in spring 1977 and who volunteered to participate in a 30-minute five-person group discussion. Twenty-nine groups in all were run; 24 experimental (n = 96) and 5 control (n = 25). Two males and two females were randomly assigned to each group. The fifth group member was a trained female confederate posing as a volunteer subject but designated to lead the group (experimental) or a naive female subject who was randomly selected to act as the group leader (control). After completing either a low-structured (brainstorming) or a high-structured (ranking) task, the two postexperimental questionnaires were distributed while observers summarized their interaction codings of either male or female discussants. In all, 13 hypotheses were tested using two- and three-way analysis of variance (ANOVA); two regarded leader behavior, five focused on group satisfaction, and six pertained to group communication behavior. A 2 x 3 x 2 (sex-M/F; leadership style-TO/SEO/BLD; and task-HS/LS) ANOVA for unequal cell size was used to test the first two hypotheses. Significant sex and leadership style main effects were found, along with a significant leadership style x task interaction. Women rated the female leaders higher than did men. The TO leadership style was perceived more favorably than either the SEO or BLD. Using the same ANOVA, hypothesis 3 was tested but found unsupported by the data. Leadership style did not affect group member evaluation of task accomplishment. Also, the hypotheses for group conflict were similarly tested and found unsupported. Neither leadership style nor task structure affected perception of conflict, and mean scores were extremely low, suggesting very little conflict was evident. Self-reported anxiety was compared across the three leadership style and for two tasks also using a 2 x 3 x 2 ANOVA which yielded only one significant leadership style x task interaction. Groups under an SEO leader and assigned a low-structured task reported the highest means scores for anxiety. Total group interaction was tested for differences in sex, leadership style, and task structure. From a 2 x 3 x 2 ANOVA, no significant F ratios were found. However, a trend in the predicted direction was observed, i.e., males talked somewhat more than female group members. Separate 2 x 3 ANOVAs were conducted on each type task to measure the effect of sex and leadership style on the "task ask" category. A significant F ratio for sex and an interaction between leadership style and sex were found for the low-structured task. Men asked for more task-relevant communications than women. It was hypothesized also that females would use the positive social-emotional category of interaction more than males, but 2 x 3 ANOVAs for two tasks failed to support this prediction. Last, the "task give" category of interaction was the dependent variable in 2 x 3 ANOVAs for differences across leadership style. Only in the low-structured task condition did a significant F ratio result, suggesting that groups led by a SEO leader and assigned a low-structured task engaged in giving more task-relevant information and ideas than groups led by the other two style leaders. In summary, the results of the study failed to support 7, provided partial support for 4, and clearly supported 2 of the 13 hypotheses. The study provides some evidence to suggest how females can improve their leadership potential. Also supported is the view that multivariate designs of small group research are needed, in light of the number of interaction effects observed.

WE 003 598

Massimo, Mary Margaret

Development of the Concept of Physical Attractiveness in Children and the Operation of the Matching Hypothesis and Behavioral Stereotyping.

Affil—Fordham Univ., Bronx, N.Y.
Pub Date—78
Note—162p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807874
Data Base ID—DAIJUN78; 38-6245-B
Descriptors—Age Differences, Developmental Psychology, Elementary School Students, Individual Characteristics, *Physical Characteristics, Social Behavior, Social Development, Stereotypes

This study investigated the existence and operation of a physical attractiveness concept in children at three ages and concept development levels. It attempted to assess whether the "matching hypothesis" operates in children's use of the attractiveness concept in social choices, at what age and to what extent an attractiveness stereotype enters into children's assumptions about peer behaviors, and what sex differences are manifested in the use of an attractiveness concept at different age levels. Using perceptual and social learning applications of Piaget's concept development stages as a model, 72 white, middle-class children were tested, approximately equal numbers of males and females at ages 5, 8, and 10. The subjects were selected only with regard to age and represented a broad range of physical attractivenss within each group. Thirty-six full-face pictures of unfamiliar children, prerated for attractiveness by adult judges, 12 at each of the three ages, were used as stimulus targets. Six stimuli of each sex were selected at each age, two from each of three attractiveness levels (low, medium, and high) based on cluster analysis of mean ratings. A full-face photo of each subject was taken and later rated on attractiveness by the same judges, providing an objective measure of subject attractiveness. To provide a self-evaluation of subject attractiveness, subjects' verbal responses to an eight-item Self-Rating Inventory with two attractiveness indicator items were evaluated and rated by the experimenter. Using a picture-board technique to assess "matching," sociometric responses to four social choice questions (two for same sex; two for opposite sex) were sought under each of two choice conditions. The "idealistic" condition, asking for the most preferred stimulus person was presented first, followed by the "realistic" condition, which asked the subject to select the stimulus person most likely to reciprocate these choices. To measure attractiveness stereotyping, a list of 10 behaviors typical of children, half prosocial and half antisocial, were presented orally, and subjects were asked to select stimulus persons likely to exhibit each behavior. Finally, to provide a comparison of children's judgments with adult standards, subjects ranked the stimulus pictures of each sex, including their own photo, from most to least attractive. Results showed strong support for the hypotheses of increased consistency and use of an attractiveness concept with age. Five-year-olds manifested significantly lower consistency of judgments than did 8- or 10-year-olds, as well as low correlations with adult attractiveness judgments. No real difference between 8- and 10-year-olds on both the development and consistency of the concept indicates that the attractiveness concept is relatively stable by age 8. However, on both measures of attractiveness judgments, there were clear differences in sex of stimulus, with both sexes exhibiting lower consistency and slower development (in terms of adult standards) on judgments of female attractiveness. These data suggest that standards for female attractiveness are more complex and, thus, slower to develop than those for males. Within this broader pattern, there is also evidence that at each age, the child's attractiveness concept for his/her same sex develops earlier than that for the opposite sex. As anticipated, 8- and 10-year-olds showed a significantly stronger preference for "high" attractive stimuli under "ideal" than "real" conditions, indicating an awareness of social choice restrictions imposed by reality. However, no significant evidence for matching on attractiveness was found at these ages, using either judges' rating or self-evaluations as the criterion. The issue of creating a realistic choice condition without real persons as stimuli was raised. Stereotyping on the basis of attractiveness was significantly greater at age 10 than 5, indicating that it develops gradually, following development of the attractiveness concept. No significant differences in judgment between sexes were found at any age. However, in social choices, females exhibited greater concern with high attractiveness in opposite sex choices than did males.

WE 003 599

Potash, Marlin Sue

Androgyny and Its Relation to Behavioral Rigidity and Self-Actualization in Women College Students.

Affil—Boston Univ., Mass. School of Education.
Pub Date—78
Note—272p.; Ed. D. Dissertation
Available from—UMI, Order Number 7808068
Data Base ID—DAIJUN78; 38-6124-B
Descriptors—*Androgyny, College Students, Group Counseling, *Self Actualization, *Self Concept, Sex Role, Social Behavior, Workshops

Androgyny implies increased access to, and optimal use of, attitudinal and behavioral choices. Androgynous persons, then, might be expected to easily shift modes of perception with regard to sex roles, attitudes, and behaviors–i.e., to be more flexible. It can be further argued that the androgynous person is likely to be self-actualizing, in that moving toward realization of one's own psychological potential demands acceptance of processes and behaviors reflecting aspects of one's personality often seen as mutually exclusive (i.e., "feminine" and "masculine" perspectives). Given the positive valuation of androgyny, behavioral flexibility, and self-actualization, efforts to develop techniques of enhancing an androgynous perspective present a potentially fruitful endeavor, as well as a humanistic challenge. The purpose of this study is to explore the relationship of androgyny to behavioral flexibility/-rigidity and self-actualization, and to test the efficacy of an innovative experiential workshop design in modifying androgynous self-concept. Subjects in this research were 49 women in Emmanuel College, Boston, Massachusetts, each of whom participated in both pre- and posttest experiences. These test experiences consisted of three measures–the Bem Sex-Role Inventory (Bem, 1974) to measure androgyny, the Test of Behavioral Rigidity (Schaie, 1960) to measure behavioral rigidity/flexibility, and the Personal Orientation Inventory (Shostrom, 1968) to measure self-actualization. It was hypothesized that there would exist significant positive correlation between androgyny and self-actualization, and a significant negative correlation between androgyny and behavioral rigidity. The correlational hypotheses were tested within a multivariance model and yielded no significant correlations between the measures. In order to measure change, as per the hypotheses, measures were given to two groups of students–the experimental group (n=35), which participated in a workshop experience designed to increase awareness and acceptance of androgyny, and a control group (n=14) which did not receive the workshop treatment. It was hypothesized that the treatment group would show gains in androgynous self-perception, behavioral flexibility, and self-actualization. Comparison of pre- and posttest data support the viability of the workshop as a change agent only in relation to the personality-perceptual rigidity component of behavioral rigidity, which component decreased significantly following treatment. The other treatment hypotheses were not supported by the data. More effective measurement of these variables, in particular, androgyny, are suggested. These take into account the problems of self-report, attitude vs. behavior, situation appropriateness, and stereotypic responses. Suggestions for other means of evaluating workshop efficacy are offered.

WE 003 600

Kaplowitz, Susan Cheryl

Guidelines for Establishing Equitable Interscholastic Athletic Programs for Boys and Girls in Public High Schools.

Affil—New York Univ., N.Y.
Pub Date—77
Note—467p.; Ed. D. Dissertation
Available from—UMI, Order Number 7808472
Data Base ID—DAIJUN78; 38-7210-A
Descriptors—*Extramural Athletic Programs, *Guidelines, High Schools, High School Students, Public Schools, Sex Discrimination

Guidelines for establishing equitable interscholastic athletic programs for boys and girls in public high schools were formulated and validated on the basis of the following data: 1) Characteristics of interscholastic athletic programs, 2) legal and professional considerations that have implications for the development of equitable interscholastics, and 3) concepts of equality that have relevance to the development of equitable interscholastics. The overall method of research was philosophical. Documentary analysis was used for the collection of data. In a determination of the applicability or practicability of the guidelines on a selected population, personal interview was used. Descriptions of the workings of interscholastic athletic programs as a whole as well as descriptions of separate boys' and girls' programs (taken from the professional literature of physical education/athletics), constituted the data used in the development of the characteristics. Legal considerations were based on federal law (legislative law, Executive Order, federal regulations) and court cases relating to sex discrimination in education (the latter specifically concerned with girls on boys' teams) and the relationship of these two areas to specific characteristics. Professional considerations were based on guidelines and/or principles set by national professional associations administering boys and/or girls interscholastics, statements dealing with equality in school-centered athletic programs (including interscholastics) from professional associations and individuals, and the relationship of these areas to specific characteristics. Concepts of equality were based on contemporary theories of or implying equality and proclamations of equality from the fields of philosophy, sociology, political science, and education. Nineteen guidelines were formulated and validated. Their subjects included administrative personnel, interscholastic athletic coaches and officials, control of interscholastic athletic programs, the student participant and athletic scholarships, general provisions of interscholastic athletic programs, e.g., medical services, awards, etc., equipment and facilities, interscholastic athletic sports, and finances. The majority of guidelines directed school administrators to provide the necessary or sufficient means (identical means were not necessary) for both boys' and girls' programs to be able to have similar opportunities to develop quality programs. Selected guidelines used a framework of affirmative action to emphasize that greater accommodation should be given to girl participants and women personnel because of past discriminatory practices and a strong commitment and right to eliminate such practices. The bases for all guidelines supported the position that sexual inequality in interscholastic athletics was now and in the future unjustifiable, unlawful, and immoral. An assessment of the practicability of the guidelines by athletic directors from randomly selected public high schools in Middlesex County, New Jersey, showed that most were applicable.

WE 003 601

Fannin, Patricia Maier

Ego Identity Status and Sex-Role Attitude, Work-Role Salience, Atypicality of College Major, and Self-Esteem in College Women.

Affil—New York Univ., N.Y.
Pub Date—77
Note—244p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808465
Data Base ID—DAIJUN78; 38-7203-A
Descriptors—*Career Choice, *College Majors, College Students, Egocentrism, *Self Esteem, *Social Attitudes, Vocational Interests, Work Attitudes
Identifiers—*Sex Role Attitudes

This study was done to ascertain whether the relation among sex role attitude, work role salience, atypicality of major field of study, and self-esteem would combine to differentiate ego-identity status in a population of late adolescent college women. Additionally, it was the purpose of this study to provide a group-administered measure of ego-identity status. One hundred forty-seven junior and senior women were categorized into the four identity statuses of Achievement, Moratorium, Diffusion, and Foreclosure developed by James E. Marcia, according to evidence of the presence or absence of past and present identity crisis, and commitment to identity roles, elicited by items on an Identity Status Incomplete Sentences Blank for Women. Characteristic differences were sought between the statuses on sex role attitude, work role salience, major field of study, and self-esteem. Two research questions were asked: 1) How effectively will a composite of the measures of sex role attitude, work-role salience, atypicality of major, and self-esteem differentiate the four groups defined by identity status membership? 2) How effectively can the combination of identity status group membership, Achievement + Moratorium, be differentiated by a composite of the above measures? The results suggested some answers to the research questions, in that 6 out of 20 separate discriminant analyses yielded significant discriminant functions, and it was possible to establish differences between the identity status groups with each of the predictor variables except self-esteem. Low correlations between the identity status domains, i.e., occupation, religion, politics, and attitudes toward premarital intercourse, suggested separate analyses for each of the domains as well as for overall identity status. It was found that atypicality of major field of study is the best of these variables to use as a discriminator, with sex role attitude and work role salience next best. Those women in the Diffusion category were generally involved in less typical majors and were more work role salient, while those in the Foreclosure category were enrolled in more typical majors, were less work role salient, and were more traditional in sex role attitude than those in the other statuses. Interrater, interitem, and item-scale reliabilities were satisfactory for the IS-ISBW as a new measure of identity status, and the replication of previous findings suggested support for the construct and concurrent validity of the scale. It was suggested that the measurement of identity status further be refined by the construction of an objective measure and that further validation studies be undertaken through the investigation of other developmental constructs. Additionally, it was recommended that relevant vocational development issues be further explored with women, as it becomes increasingly clear that career concerns are emerging as equally important in this population as they are for men.

WE 003 602

Griffin, Dorothy Roper

A Comparative Study of the Educational/Vocational Profiles of Mature Women at the Pennsylvania State University.

Affil—Pennsylvania State Univ., University Park.
Pub Date—77
Note—148p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808366
Data Base ID—DAIJUN78; 38-7198-A
Descriptors—College Students, Educational Interest, *Expectation, *Motivation, *Occupational Aspiration, *Vocational Interests
Identifiers—*Reentry Students

The focal point of this study was to explore the educational/vocational profiles of mature women (25 to 44 years of age) in baccalaureate and associate degree programs attending The Pennsylvania State University. The specific questions examined were: 1) What are the educational/vocational profiles of mature women (25 to 44 years of age)? 2) Do the educational/vocational characteristics of mature women cluster about programs or other bases which cause their profiles to differ significantly? 3) Are there implications flowing from questions one and two which suggest systematic responses to the educational/vocational needs of mature women? It was expected that this research would cause renewed emphasis upon the problems, concerns, and needs of mature women returning to higher education; and data would evolve which could be used as the basis for educational/vocational planning of new programs and/or curricula more appropriately suited for women, especially mature women. The population for the study consisted of 224 mature women (25 to 44 years of age) selected by a computer from the master file (MIFS) of all students enrolled at The Pennsylvania Sate University during the fall term 1976. The sample population selected on the basis of sex and age was enrolled in resident instruction courses, full- or part-time, from all colleges, with a variety of academic majors. The plan involved administering to this selected population a self-report instrument. The instrument consisted of three parts–social and economic information, educational/vocational issues, and reasons for returning to college. The analysis of the data was conducted using the Statistical Package for the Social Sciences (SPSS). Because of the exploratory nature of the study it was decided to subject the data to analyses using five subprograms of SPSS–Condescriptive, Frequencies, Crosstabulation, Breakdown, and Multiple Regression. All data were analyzed on the system 360/67 computer at the Computation Center, The Pennsylvania State University. This study revealed that the mature women who return or enter The Pennsylvania State University fall into two categories–those who are vocationally-oriented and those who enter or return for nonvocational purposes. The data show that The Pennsylvania State University is not fully meeting the perceived needs of either group of its student population of mature women. The variance in the responses of mature women indicate it is unlikely that the university will be able to develop a systematic programmatic plan for meeting the unmet perceived needs of mature women since they are not a homogeneous group. Despite the inability of The Pennsylvania State University to meet fully the perceived needs of the mature women who enter or return to higher education, overall these mature women show less dissatisfaction with their academic programming than has been reported in the literature in similar studies.

WE 003 603

Covel, Janice Irene Mason

Analysis of School Administrators' Careers in Riverside County from 1870–71–1974–75: A Study of Factors Which Affect Career Patterns for Men and Women in School Organizations.

Affil—California Univ., Riverside.
Pub Date—77
Note—245p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808275
Data Base ID—DAIJUN78; 38-7044-A
Descriptors—*Administrative Personnel, *Career Ladders, *Employment Patterns, Historical Reviews, School Personnel, Sex Differences, Working Women
Identifiers—California (Riverside County)

This research examines career patterns of school administrators in Riverside County, California, from 1870 to 1975. Two areas receive primary focus in this paper–an examination of factors which lead to the establishment of administrative school career positions and the career patterns of individuals who assume those positions, and an examination of factors which affect the careers of women in an attempt to explain the relative absence of women in hierarchical educational administrative positions. The analysis was drawn from historical records, interviews, and biographical sketches. The urban setting of Riverside, a county seat, and six other communities within that county provides the geographic and historical background for this work. Historical data cover the time span since colonization of the area in 1870 and encompass information from historical records in the examination of 1,265 individuals at five-year intervals as they moved through positions. One hundred and ten personal interviews were conducted with administrators and community citizens who have been closely associated with the school careers of administrators. Processes of sponsorship, differential recruitment, sex power differential, and double deviancy emerge as influential components for development of careers and are indicants that careers are organizationally and individually determined. Effects of these components result in varying degrees of influence with peers, confidence of superiors, promotion, position permanency, and assignment to place-holding positions at both central office and building site levels. After appointment to their first entry level positions, administrators move into career pathways and can be described as plateau aspirants or vertical aspirants. Plateau aspirants are career persons who believe they have achieved their aspirations after the initial placement in administration and cease to actively seek positions of greater responsibility or challenge. Vertical aspirants view the superintendency at the apex of the hierarchy and determine to occupy that position. Lack of institutionalization of central office and building size positions–aside from the superintendency and principalship–contributes to the place-holding appointments within school districts and emphasizes the informal processes responsible for career development. Individual determinants which affect the development of careers include the amount of formal training and the number of professional moves which individuals are willing to undertake, the amount of stress which they are able to sustain, and the extent to which aspirational shift and divergent goal development affects their personal and professional lives. Sponsorship for women is so critical in career development that should any factor interfere with its continuity, vertical mobility ceases. As women become more visible in their positions, risk of identification with the woman protege becomes greater for the sponsor, and sponsorship tends to take on a low profile or to be withdrawn. It is believed, then, that this process accounts for the relative absence of women in educational administration and particularly accounts for the near absence of women in the decision-making, policy-making hierarchy of the organization.

WE 003 604

Christensen-Liggett, Twila Marie

An Analysis of the Attitudes That Superintendents, Board Members and Female Administrators in Selected Nebraska School Districts Held toward Title IX Employment Provisions and toward Employing Female Administrators.

Affil—Nebraska Univ., Lincoln.
Pub Date—77
Note—136p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808155
Data Base ID—DAIJUN78; 38-7042-A
Descriptors—*Administrative Personnel, *Administrator Attitudes, *Boards of Education, Employment Practices, *Equal Opportunities (Jobs), Legislation, School Administration, Sex Discrimination, Working Women

Identifiers—Education Amendments 1972 Title IX, Nebraska, Title IX Education Amendments 1972

An investigation was made of the attitudes that school administrators and board members had about Title IX employment provisions and employment of female administrators. To analyze those attitudes, administrators and board members were studied in two groups–Group A, a group of school districts which received Title IX technical assistance, and Group B, a group of school districts which did not receive that assistance. A related issue investigated was the attitudes of female administrators and board members toward Title IX employment provisions and toward employment of female administrators. Two instruments were constructed for use in this study–the Title IX Structured Interview (T9SI) and the TCL Research Instrument (TCL/RI). The T9SI was a structured-scheduled interview containing open-type questions (Crano, 1973) and was conducted with the administrators. The TCL/RI, a paper-and-pencil attitude scale, was based on a review of two other instruments which measure sex role attitudes, the Attitudes Toward Women Scale (Spence) and the Attitudes Toward Sex Role Differentiation in Education (Silver). The TCL/RI contained two parts–32 attitude statements about Title IX employment requirements and female administrators and two open-type questions which asked for an example of sex discrimination and an opinion about employing female administrators. The TCL/RI was administered to administrators and board members. Although data from the T9SI were informative, there were no statistically significant findings. The T9SI data seemed to indicate that knowledge of Title IX employment provisions and compliance with procedural requirements of Title IX did not imply more positive attitudes for either Group A or Group B administrators. It also appeared that Title IX was not seen as a top priority issue by either male or female administrators. The TCL/RI data revealed two statistically significant findings. Group A board members were more positive in their attitudes toward Title IX employment requirements and the employment of female administrators than Group B board members. Female board members were more positive in their attitudes toward Title IX employment requirements and the employment of female administrators than male board members.

WE 003 605

Henry, Betty Martin

Need for Achievement and Aspiration for Upward Mobility of Female and Male Elementary Teachers in Virginia.

Affil—Virginia Polytechnic Inst. and State Univ., Blacksburg.
Pub Date—77
Note—114p.; Ed. D. Dissertation
Available from—UMI, Order Number 7808118
Data Base ID—DAIJUN78; 38-7053-A
Descriptors—*Achievement Need, Age Differences, *Elementary School Teachers, *Occupational Aspiration, Occupational Mobility, Sex Differences
Identifiers—Virginia

This study investigated the relationship between need for achievement and aspiration for upward mobility of female and male elementary teachers in Virginia. In addition, the variables of age, marital status, children under school age, level of formal education, years of experience in education, employment status, assignment of duties, size of school division, and the number of females in administration and supervisory positions in the school division were analyzed. The sample consisted of 129 elementary schools representing 10% of the schools in each of the seven regional study groups in the state. Three instruments were used to collect data. The Need for Achievement Scale of the Edwards Personal Preference Schedule was administered to secure data on need for achievement. A question indicating the position most desired by the teachers was used to determine aspiration for upward mobility. Information forms were administered to secure biographical data to use in the analysis and to describe the sample. Data collection was handled by mail. Coordinating teachers received and distributed the instruments and collected and returned completed questionnaires. Returns were received from 111 elementary schools or 86% of the schools contacted initially. A total of 397 or 89% of the teachers contacted participated in this study. Responses were punched into computer cards. Data were analyzed using step-wise multiple regression and two-way analysis of variance. Frequency counts were used to determine differences between sex, age, and aspiration for upward mobility. Significant relationships at the .01 level were found between sex, age, and aspiration for upward mobility; however, there was no significant interaction among these variables. No significant relationships were found among sex, age, and need for achievement. Of the 270 female teachers responding, 49.3% did not desire a higher position, while of the 127 male teachers, 26% did not desire a higher position. Females and males 40 years of age and over were more satisfied to remain being classroom teachers than were females and males under 40 years of age. The position most desired by both females and males of all ages was that of instructional supervisor. Females of all ages desired to be an assistant elementary principal more than an elementary principal, while males of all ages desired to be an elementary principal more than an assistant elementary principal. Males of all ages are much more desirous of being a superintendent than are females. Very little interest was indicated by either females or males in the position of assistant superintendent.

WE 003 606

Herlong, Linda Hubbard

The Influence of Parental Androgyny upon Sex–Role Stereotyping in the Young Child.

Affil—South Carolina Univ., Columbia.
Pub Date—77
Note—136p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807904
Data Base ID—DAIJUN78; 38-7216-A
Descriptors—*Androgyny, Child Rearing, Kindergarten Children, Parent Attitudes, *Parent Influence
Identifiers—*Sex Role Stereotypes

The study was done to assess the relation between sex role orientation of parents as a function of parents groups and childrearing attitudes and practices and assess the correspondence in frequency that a kindergarten-aged child's sex role orientation would be similar to his parents' as a function of parent groups. A copy of the Bem Sex-Role Inventory was distributed to approximately 700 parents of children aged 5 and 6. An analysis was made of the parents who returned the Bem Sex-Role Inventory and five parents groups–Androgynous/Stereotyped, Androgynous/Undifferentiated, Stereotyped/Undifferentiated, and Stereotyped were formed. A total of 36 sets of parents were visited in their homes where they completed the Childrearing Questionnaire. Of the 36 sets of parents, 5 were in the androgynous group, 10 in the Androgynous/Stereotyped group, 4 in the Androgynous/Undifferentiated group, 7 in the Stereotyped/Undifferentiated group, and 10 in the Stereotyped group. The researcher played a game with the kindergarten-aged child of the family during this time in order to determine the child's sex role orientation. It was hypothesized that there would be no significant differences in the childrearing attitudes and practices of the five parent groups studied. On each of the nine variables of childrearing included on the questionnaire, no significant differences were found among the parent groups as tested by the analysis of variance statistical procedure. There was a significant correspondence between the frequency that a child's sex role orientation was similar to the sex role orientation of his parents as a function of the parent group. Therefore, other variables besides sex role orientation of the parents as a a function of parent groups, such as sex of parent or sex of child, were suggested to receive more attention in future research. It would seem that if a child's sex role orientation does seem to be similar in frequency to his parents, there must be some differences in socialization attitudes and practices to achieve this similarity in sex role orientation. It was concluded that there was nothing in the reported behavior of the five groups of parents studied which indicated that they were using different childrearing practices to achieve the different sex role orientation of their children. Further research is necessary to substantiate these findings and more closely consider other variables which might indicate some differences.

WE 003 607

Fansher, Ted Raymond

Job Satisfaction and Dissatisfaction of Female Public Secondary School Principals in the United States.

Affil—South Carolina Univ., Columbia.
Pub Date—77
Note—298p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807899
Data Base ID—DAIJUN78; 38-7260-A
Descriptors—Administrator Attitudes, Differences, High Schools, *Job Satisfaction, *Predictor Variables, *Principals, Public Schools, Regional Characteristics, Work Attitudes, Working Women

An investigation was conducted of the job satisfaction and dissatisfaction of female public secondary school principals in the 50 states of the United States. A secondary purpose was to determine the relationship of personal, family, school, and community variables on the job satisfaction of female public secondary school principals. Four other questions for which answers were sought were: 1) To assess the overall job satisfaction of female public secondary school principals in the United States; 2) to obtain subjective statements concerning sources of satisfaction and dissatisfaction, patterns of myths and discrimination, and practical advice to prospective female aspirants to the principalship; 3) to assess the relationship of 19 independent variables to job satisfaction; 4) to compare and analyze regional variations in job satisfaction for seven regions of the United States. Two instruments, a questionnaire and the Job Descriptive Index(JDI), were mailed to 408 female public secondary school principals during the 1975-76 school year. Two hundred sixty-six principals responded for a 65% return rate. Data collected by means of these instruments were recorded in punched form on data cards and analyzed on a computer at the University of South Carolina. The statistical techniques used to analyze the data were Pearson "r," point-biserial correlation coefficient, and analysis of variance. Job satisfaction in all five subareas of the JDI was considerably higher for the sample than for all other normative groups tested for job satisfaction with the JDI. The highest scoring areas were supervision and people, followed by work, pay, and promotion, respectively. However, the respondents reported considerable sources of myths and discrimination which detract from the satisfaction with the principalship. Nine of 19 independent variables were significantly related to job satisfaction at the .05 level of significance. The results of multiple regression analysis have indicated that size of the school, date of birth, and feedback from children are the three stronger predictors of job satisfaction of all 19 independent variables in the study. With reference to regional variations in job satisfaction, the seven regions of the United States were ranked in the following order of overall job satisfaction mean score: Pacific Coast, New England, Southern, Middle West, West, Middle Atlantic, and Great Lakes. The Pacific Coast region had the highest overall mean score on the JDI, 196.78, of any of the seven regions of the United States. This region also scored highest in three subareas of the JDI–pay, promotion and people. In addition, the Pacific Coast region was characterized by the highest salaries, the largest school enrollments, the largest percentage of married female principals, the strongest indication of upward mobility among its female principals, and the largest percentage actually seeking the principalship. It, therefore, seems reasonable to evaluate this region as having the most satisfied female principals of all seven regions of the United States. This study has many implications for female public secondary school principals. The nationwide sample is considerably satisfied with secondary school principalships. Yet, patterns of myths and discrimination detract from overall job satisfaction. Women are encouraged to actively apply for principalships by all respondents. Prospective female administrators need to be aware that no goal should be unattainable because of discriminatory practices.

WE 003 608

Williams, Bradley Frank

Relationship of Female Acceptance or Rejection of Double Sex Standards to Selected Variables.

Affil—North Texas State Univ., Denton.
Pub Date—77
Note—142p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807850
Data Base ID—DAIJUN78; 38-7249-A
Descriptors—Academic Achievement, Achievement Need, *Behavior Standards, College Students, *Feminism, Individual Characteristics, Locus of Control, Motivation, Social Attitudes, Social Behavior

The problem of this study was to determine the relationship of double sex standards to achievement and to selected personality variables of female college students. The following hypotheses were formulated: Hypothesis 1: Women with low acceptance of double sex standards will be found to have a higher gradepoint average than will women with high acceptance of double sex standards. Hypothesis 2: Women with low acceptance of double sex standards will have greater internal locus of control than will women with high acceptance of double sex standards. Hypothesis 3: Women with high acceptance of double sex standards will be more influenced by powerful others than will women with low acceptance of double sex standards. Hypothesis 4: Women with high acceptance of double sex standards will show a greater tendency to believe that chance controls their lives than will women with low acceptance of double sex standards. Hypothesis 5: Women with high acceptance of double sex standards will have a greater fear of negative evaluation than will women with low acceptance of double sex standards. Hypothesis 6: Women with low acceptance of double sex standards will show more motivation to succeed than will women with high acceptance of double sex standards. Senior women at North Texas State University were utilized in this study. There were 150 subjects. Written permission for access to gradepoint average was secured, and subjects completed the following instruments: MacDonalds's Sex-Role Survey; Rotter's I-E Scale; Levenson's Internal, Powerful Others, and Chance Scales; Watson and Friend's Fear of Negative Evaluation Scale; and Edward's Motivated to Succeed Scale from the Edward's Personality Inventory. The scores for the Sex-Role Survey were ranked. Those women scoring in the top and bottom thirds were included in the data analysis. The top third of the ranking represent high support for equality between the sexes. The bottom third of the ranking represent low support for equality between the sexes. The scores from each of the other instruments served as the dependent variables in the study. A one-way analysis of variance was applied in evaluating the two comparison groups in terms of the stated hypotheses. For the purposes of hypothesis testing, all the hypotheses were stated in the null form. The null hypothesis was retained if the .05 level of significance was not reached. The testing of hypotheses resulted in rejection of Hypothesis 1 and Hypothesis 6 and acceptance of the remaining four hypotheses. The conclusions, limited to the subjects included in the study, are that women who differ greatly on the subject of equality between the sexes do not differ in their scholastic achievement or in their motivation to succeed. In terms of the variable of locus of control, it is concluded that in the two groups studied, women who show high support for equality between the sexes are more internal and women who show low support for equality are more external as a group. Lastly, the conclusion can be made that women in the group who reject equality between the sexes are more fearful of receiving negative evaluations of their behavior.

WE 003 609

Thornton, William Edward, Jr.

Gender Roles and Delinquency from a Social Control Perspective.

Affil—Tennessee Univ., Knoxville.
Pub Date—77
Note—170p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807728
Data Base ID—DAIJUN78; 38-7582-A
Descriptors—*Delinquency Causes, Parent Child Relationship, Peer Influence, Sex Differences, Social Attitudes, Social Behavior
Identifiers—*Femininity, *Masculinity, *Sex Identity

This study expored the relationship between societally dominant gender roles and delinquency. Many writers attempt to explain the sex differential in delinquency through a gender role approach. Boys are presumed to be more delinquent than girls because they are more masculine; girls, however, are thought to be less delinquent because of their femininity. Assumedly, sex influences delinquency through the linkages of masculine and feminine gender roles. While this argument is often cited, it is seldom empirically documented. Two assumptions associated with gender roles and delinquency were investigated: 1) A direct connection exists between masculine and feminine gender roles and delinquency involvement. 2) Masculine and feminine gender roles indirectly affect delinquency through several social control variables. The data analysis was divided into two phases–an ordinal analysis and a path analysis. Little evidence was found in the first phase of the data analysis that gender explains the relationship of sex to delinquency. Sex is strongly associated to delinquency regardless of masculine or feminine gender. Evidence is found, however, that feminine gender identification is inversely related to delinquency for females but not males. This suggests that self-expectations as feminine retard delinquent behavior among females. Masculine identification has no effect on delinquency when sex is held constant. Boys and girls with highly masculine self-expectations are no more delinquent than those with less masculine identification. Concerning perceived masculine or feminine behavioral expectations from others, the ordinal analysis reports that these variables affect delinquency differently for each sex. Holding sex constant results in a disappearance of the relationship between masculine expectations-others and delinquency for females, but in a stable and reversed relationship for males. Delinquency in this case was thought to act as a masculinity verifier for adolescent boys. The variable of feminine expectations-others acts similarly to feminine identification since it inhibits delinquency for females only. It has no effect on the delinquency of males. When the findings of phases 1 and 2 of the data analysis are compared, several inconsistencies are revealed. Of major significance in phase 2 is the finding that in the female path model, there are only indirect paths from masculine and feminine gender to delinquency via the variables of attachment to parents, belief in the obedience of laws, and delinquency of companions. Those females who perceive strongly masculine expectations are not attached to their parents, have low beliefs in obedience to laws, and have delinquent friends. To this extent they are free to commit delinquent acts. Females who perceive highly feminine expectations are less likely to become involved in delinquency because they are attached to their parents, express belief in the law, and have few delinquent companions. In the male path model, aside from a slight direct path of feminine expectations on delinquency, the variables of attachment to parents, involvement in conventional activities, and delinquency of companions link masculine and feminine gender roles to delinquency. It was found that those males perceiving stongly masculine gender expectations are less involved in conventional activities and more likely to have delinquent friends. For this reason males with highly masculine gender roles are free to commit delinquent acts. Conversely, those males perceiving feminine gender expectations are attached to their parents, more involved in conventional activities, and are less likely to have delinquent friends. They are thus less likely to be involved in high incidences of delinquency.

WE 003 610

Rosenfield, Sarah Lynn

Sex Role Polarization and Mental Health: An Exploratory Study.

Affil—Texas Univ., Austin.
Pub Date—77
Note—374p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807376
Data Base ID—DAIJUN78; 38-7598-A
Descriptors—*Family Relationship, *Mental Health, Psychological Characteristics, *Sex Differences, *Sex Role, Socialization

The objective of this research is to investigate the relationship between sex roles and mental health. In doing so, two major theoretical orientations are traced which emerged from the feminist critiques of psychoanalytic theory of male and female development. One of these orientations focuses on a psychodynamic level of analysis, the other on a more sociological level. In developing a theoretical framework for the investigation of sex roles and mental health, these two orientations are synthesized. In this synthesis, traditional sex roles are placed within the context of patriarchal structure and linked to mental health through processes of child socialization. From this framework, it is hypothesized that, compared to more traditional roles, less traditional sex roles would be beneficial–in terms of overall mental health and positive mental health–for females and destructive psychologically for males. In addition, less traditional sex roles are expected, for both males and females, to be associated with lower levels of same-sex types of symptoms and higher levels of cross-sex symptoms than more traditional roles. These hypotheses are explored empirically using data from a study of psychiatric epidemiology on a community (untreated) population. These data provide measures of specific symptoms, overall mental health, and positive mental health, as well as measures of key aspects of sex role relationships within the family–division of labor and the power relationship between husband and wife. In investigating the hypotheses, the major finding is that the relationship of division of labor to mental health depends on the nature of the power relations in the family. For women, a less traditional division of labor is most positive psychologically when the power relations are also less traditional–when women have relatively more power. Conversely, a less traditional division of labor is most negative psychologically for men when the power relations in the family are more traditional–when men have relatively more power. These findings are interpreted in terms of a conception of relative deprivation. It is proposed that the power relations in the family reflect a more basic orientation toward sex roles, which influences the way in which specific behavior such as division of labor is perceived and interpreted. Thus, a specification of the theoretical framework is suggested such that individual attitudes or orientations mediate the relationship between sex role behavior and mental health within patriarchal culture.

WE 003 611

Winston, Elizabeth

Women and Autobiography: The Need for a More Inclusive Theory.

Affil—Wisconsin Univ., Madison.
Pub Date—77
Note—311p.; Ph. D. Dissertation
Available from—UMI, Order Number 7804893
Data Base ID—DAIJUN78; 38-7329-A
Descriptors—*Authors, *Autobiographies, Literary Criticism, *Literary Styles, Literature Reviews, Working Women

Established theories of autobiography are open to challenge because they have been based almost exclusively on the critics' reading of men's autobiographies. A more inclusive theory that takes women's personal narratives into account is needed. The autobiographies of 20 British and American women writers born between 1775 and 1900 exhibit characteristics not included in standard theories of the genre. These characteristics comprise an autobiographical strategy–a set of formal and thematic features–which reflect the writers' similar responses to the problems of being a woman and writer in an often hostile environment. The women autobiographers resemble each other in the relations they established with their readers, the principles they follow in ordering their memories, and the major themes they communicate. Because of these distinctive, shared characteristics, women's autobiographies are best interpreted in the context of other women's autobiographies. Having violated cultural expectations for women, most autobiographers in this study felt compelled to justify their ways of living and writing. About half address their readers in conciliatory tones, defending their choice of a career or their single, childless state. Some also understate their achievements, disclaim interest in personal recognition, and stress instead the broad historical value of their stories. Generally, only women born after 1850 openly affirm their achievements. Women's autobiographies tend to be irregular in form–either loosely chronological narratives with some chapters organized by theme or character, or discontinuous narratives with self-contained chapters, each developing a single topic. Both types exhibit aspects of the diary form–brief, inconclusive chapters; frequent shifts in style, mood, or point of view; temporal immediacy. Women seem to have written these irregular diary-like autobiographies because narratives of limited scope with short or self-contained chapters were more suited to the conditions under which they wrote and because the elastic diary form captured more accurately their experience of life as change. Another formal characteristic is that women describe their careers in human terms, devoting whole chapters to those who have stimulated their development. Two themes common to women's autobiographies are those of singularity and gender. These women see themselves as distinguished from other people by their special talents; from other women by their strong commitment to a professional career, their lack of supposedly female traits, and their independent style of living; and from other writers by their revolt against the sentimental tradition in literature. The majority also stress their sexual identity and present their stories as the process of growing up female. Interpreting the autobiographies of Gertrude Stein and Edith Sitwell as examples of the woman's strategy demonstrates the advantage of this approach over established criticism. In the case of Stein, who wrote multiple autobiographies, the woman's strategy enables one to reconcile the widely differing personae of "The Autobiography of Alice B. Toklas," "Stanzas in Meditation," and "Everybody's Autobiography." Such an interpretation also provides a context for understanding the nonchronological structure and temporal immediacy of these works. Edith Sitwell's angry autobiography represents one response to a problem many women autobiographers confront–describing a painful, restricted girlhood without lapsing into self-pity. The satiric tone, discontinuous form, and varied style of "Taken Care Of" allow Sitwell to distance herself from the painful past and amuse herself in the present. While this thesis supports the claim for a distinctive women's autobiographical strategy, it does not argue for a completely separate women's autobiographical mode. Such a position would require evidence from autobiographies of working-class women and women of many races and countries.

WE 003 612

Iverson, Katherine Ruth

The Acculturation Process among Academic Women.

Affil—Wisconsin Univ., Madison.
Pub Date—77
Note—263p.; Ph. D. Dissertation
Available from—UMI, Order Number 7804424
Data Base ID—DAIJUN78; 38-7172-A
Descriptors—*Acculturation, College Faculty, Culture Conflict, Sex Role, *Women Professors, Working Women

The study focuses on the experiences of women in doctoral training and early professional appointments in order to examine the process of becoming a female academician. After delineating the problems of women's participation in academic life because of the cultural mythology about women's roles and relationships, the analysis turns to a model of contact between culture and male academic culture. The thesis develops a theoretical relationship between women's unarticulated culture and the institutionalized male culture, as well as the relation of each to the natural world. Following an analysis of women's culture in America, the ways in which male academic culture impinges on the lives of women in both the professional and personal realms are explored. The second part of the study utilizes the phenomenology of women's experiences in academia. A chapter on methodology summarizes the general research argument as well as particular procedures and the characteristics of the subjects interviewed. Finally, a set of alternatives in modal behavior patterns in the process of women's acculturation to academia is delineated with the contents of 42 lengthy taped interviews. "Reoriented" women pursue career work approximating as nearly as possible the male academic norms. "Reaffirmed" women emphasize both female cultural attributes and interests and male professional norms by compartmentalization of the divergent facets of their lives. Women working toward a "reconstitution" of careers recognize their cultural position and ethos as women in searching for work arrangements conducive to the articulation of women's culture.

WE 003 613

Gould, Donna Sara

"Hens That Won't Sit": Women in the Novels of Harold Frederic.

Affil—Pennsylvania State Univ., University Park.
Pub Date—77
Note—190p.; Ph. D. Dissertation
Available from—UMI, Order Number 7803389
Data Base ID—DAIJUN78; 38-7332-A
Descriptors—*American Literature, *Characterization, Literature Reviews, Novels, *Sex Stereotypes
Identifiers—*Frederic (Harold)

The women in Harold Frederic's novels prefigure the modern, "liberated" woman. Frederic does not force his women–indeed, by his own account, cannot force them–to conform to traditional modes of conduct. In addition, Frederic's women are central to the classic theme of the loss of innocence that pervades his work and places him squarely in the American tradition. A reexamination of these women, therefore, would be profitable to see what distinguishes them as complete human beings, equal to men, and how Frederic's treatment of them makes him an important figure in American literature. Frederic's women seem highly believable, since they are the exception to what Leslie Fiedler documents as the "fair maiden" and "dark lady" dichotomy of American fiction during the period 1880-98. Daisy Mauverenson, of "In The Valley," a blonde, argues with her husband and finally leaves him when he fights against the Americans in the Revolutionary War. Isabel Fairchild, of "Seth's Brother's Wife," a blonde, tries, and almost succeeds, in seducing her brother-in-law, Seth Fairchild. Jessica Lawton, of "The Lawton Girl," a brunette, returns with her illegitimate child to her home town to become successfully self-supporting. Frances Bailey, of "Gloria Mundi," a brunette, refuses the attentions of a man who has just inherited a dukedom, and she prefers to work independently as a typist. Celia Madden, of "The Damnation of Theron Ware," a redhead, willfully and deliberately corrupts the innocence of a young Methodist minister. Frederic's women seem social as well as financial successes. The class designation of his heroines shapes their environments, but how they act in those circumstances is determined by their personalities. Frederic grants the reality of women's "inferior" social position, but he argues with that assumption by giving his heroines traits that are commonly thought to be masculine. He implies that society has unjustly assumed that the normal trait of people is always the happy medium that men exemplify. There seems little doubt that for Frederic, women are equal to men, but have been forced by society to be more subtle than men in achieving their goals. Because Frederic wrote in the era of the turn of the century and realized the changes in society around him, he is an important modern writer. Because his women characters reflect a perception of reality that grants their capability, their dignity, their intelligence, their similarity to men emotionally, and their ability to determine the acts of society, Frederic is part of the twentieth century. So contemporary are these women, that a study of them may help Frederic be as widely read as others of his decade and recognized as part of the American tradition from which all but a few have excluded him.

WE 003 614

Johansen, Karen Davis

Conceptual Systems, A Cognitive Determinant of Male and Female Occupational Pioneering.

Affil—Fordham Univ., Bronx, N.Y.
Pub Date—78
Note—131p.; Ph. D. Dissertation
Available from—UMI, Order Number 7809004
Data Base ID—DAIJUN78; 38-6242-B
Descriptors—*Career Choice, *Cognitive Processes, College Students, *Concept Formation, Conceptual Schemes, *Psychological Characteristics, Sex Differences, Stereotypes
Identifiers—*Nontraditional Career Choice

This study compared occupational pioneers with occupational traditionals to determine whether Harvey et al.'s conceptual systems model was related to differences between the two groups. Previous research had already shown that there was a link between cognitive theory and vocational psychology. In addition, Harvey (Note 1) predicted from his model and previous research that the degree of concreteness-abstractness of conceptual system as well as certain content properties of the individual conceptual systems may be important factors influencing pioneering occupational choice. The sample consisted of 120 students from a northeastern university at the junior, senior, and masters level. Thirty male and 30 female pioneers were selected at random from university departments in which they were preparing to enter occupations in which less than 20% of their sex was represented. Thirty male traditionals and 30 female traditionals were selected at random from the same university departments as their pioneering counterparts; the traditionals were preparing to enter occupations in which at least 80% of their sex was represented. The subjects were administered the This I Believe Test (TIB) which was specifically designed by the conceptual systems theorist Harvey for the purpose of measurement of conceptual system; the TIB has been shown in over 100 studies to have very high interjudge reliability as well as high predictive and construct validity (Harvey, Note 9). Essentially, Harvey et al.'s (1961) theoretical model was supported. Systems 1 and 4, the extremes of concreteness-abstractness, differentiated pioneers from traditionals; pioneers more significantly represented System 4, the most abstract category, and traditionals more often than pioneers represented System 1, the most concrete category. Harvey's (Note 1) prediction based on previous research which has shown that certain content properties inherent within the individual systems may also be factors influencing pioneering and traditional occupational choices, was confirmed; traditionals more significantly than pioneers, were found to represent System 3, the next to highest abstract category. System 2 was found to be unrelated to differences between pioneering and traditional representatives. Based on Harvey et al.'s theoretical model and previous conceptual system research, System 4 individuals have been found to represent the most abstract end of the continuum. Therefore, the results of this investigation strongly suggest that the individual who becomes a pioneer may be able to transcend occupational sex stereotyping because he or she is a person who possesses a more highly differentiated and integrated conceptual system than his or her traditional counterpart, has a more adaptable and flexible approach when choosing an occupation, possesses less conventional behavior and more creativity in his or her ability to perceive occupational options, and has less reliance on authority and societally related cues in his or her occupational choice. This investigation essentially supported Harvey et al.'s (1961) theoretical model, showed that there is a relationship between conceptual systems and occupational pioneering and gave further evidence of the link between cognitive theory and vocational psychology. In addition, the importance of viewing the individual conceptual systems, Systems 1, 2, 3, and 4, as possessing different content properties as well as levels of concreteness-abstractness was also shown. Sex of respondent was shown to be unrelated to conceptual system representation, especially for the pioneering group.

WE 003 615

Schiffer, Danella

The Interrelationship of Sex–Role Stereotyping, Locus of Control, and Organizational Success among Women in Business.

Affil—New York Univ., N.Y.
Pub Date—77
Note—119p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808555
Data Base ID—DAIJUN78; 38-6212-B
Descriptors—*Administrative Personnel, *Career Ladders, *Clerical Workers, *Employee Attitudes, *Locus of Control, Success Factors, Working Women
Identifiers—*Sex Role Stereotypes

One hundred three women in female sex-typed clerical jobs and 137 women in male sex-typed managerial jobs were used to explore the interrelationship among a woman's belief about herself (and women in general) with respect to the female sex role stereotype, her locus of control orientation, and position and success within a business setting. Specifically, the question of whether or not externality is perceived by women as part of the female sex role stereotype was addressed. Secondly, possible behavioral implications of belief in the stereotype and one's locus of control orientation were examined. It was hypothesized that degree of belief in the female sex role stereotype is related to whether or not a woman occupies a female or male sex-typed job (e.g., clerical or managerial). Furthermore, once in a job role, whether it be clerical or managerial, one's locus of control orientation is related to how far one has advanced within that role. Finally, it was predicted that belief in the stereotype is related to locus of control among women managers, with those perceiving women stereotypically tending towards externality, and vice versa. The clerical sample was used to investigate the first issue. It was hypothesized that clericals in general would perceive women stereotypically. However, it was reasoned that some would perceive externality as part of the stereotype, while others would not. Those most likely were operationally defined as those perceiving women as more external than men, and those with no record of participation in the company's Student Aid Plan (SAP), an assumed behavioral manifestation of internality. Those not perceiving externality as part of the stereotype would perceive no difference in externality between men and women, and would be more likely to have participated in the SAP. To test this, 57 clericals with a record of SAP participation and 46 clericals with no record of participation responded to a questionnaire which included the Women As Managers Scale (WAMS), and two versions of Collins' Likert-type I-E Scale–one using a Women In General stem; the other, a Men In General stem. Results of a three-way analysis of variance on I-E scores for SAP participation, WAMS score, and I-E version failed to support the model. The managerial sample, comprised of 74 junior level and 63 middle and senior level managers, responded to a different questionnaire which included the WAMS and Collins' standard version I-E Scale. Results of a t-test between mean WAMS scores of clericals and managers confirmed the hypothesis that managers believe less in the stereotype than clericals ($t = 5.83$, p.001), suggesting that one's occupational choice may be a reflection, in part, of one's stereotypic belief system. Furthermore, the degree of belief in the stereotype was found to be related to locus of control as predicted ($r = .15$, p.05). Disappointingly, correlational analyses failed to find a relationship between internality and organizational success as defined by job grade, either among clericals or managers. Of the variables examined, tenure was most related to success among clericals, and level of attained education among managers. The author concluded that some of the null findings may be specious in view of possible inherent weaknesses in the WAMS as a measurement instrument (there was a general absence of sex role stereotypic beliefs among clericals and managers), and job grade as a success criterion. Furthermore, it was suggested that sex role stereotypic beliefs among women themselves may not be as pervasive today as researchers indicated in the late 1960s and 1970s. Finally, it was suggested that the dynamics of sex role stereotyping, locus of control, and organizational success may operate differently for clericals and managers, and possibly for blacks and whites.

WE 003 616

Kwalwasser, Lynne

The Relation of Sex–Role Self–Concept, Character Style and Occupational Satisfaction in Female Social Workers and Lawyers.

Affil—New York Univ., N.Y.
Pub Date—77
Note—142p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808477
Data Base ID—DAIJUN78; 38-6120-B
Descriptors—Individual Characteristics, *Job Satisfaction, Lawyers, Personality, *Self Concept, *Sex Role, Social Workers, Working Women
Identifiers—*Nontraditional Career Choice

This study was designed to investigate two sex-typed personality correlates, character style and sex role self-concept (SRSC), associated with women who have made different sex-typed career choices. Additionally, an exploration of occupational satisfaction as an outcome of the fit between sex-typed personality characteristics and sex-typed career environments was made. Findings in the areas of vocational behavior and sex-linked behavior provided the framework for this investigation. The relationship of SRSC to typicality of career choice was assessed with the expectation of finding 1a) women with more masculine SRSCs in atypical careers and 1b) women with more feminine SRSCs in typical careers. It was also posited that character style would be related to traditionality of career choice, with the expectation of finding 2a) the more obsessoid women in atypical fields and 2b) the more hysteroid women in typical fields and finally, that 3) consistency between sex role self-concept and character style and the congruency of the personality pattern to the career environment would be related to the reported level of occupational satisfaction for women in both fields. Subhypothesis 1a did not achieve significance. Support was established, however, for subhypotheses 1b and 2a. Subhypothesis 2b and hypothesis 3 were not supported. Investigations concerned with nonconflicted women who had both androgynous SRSCs and mixed character styles were not analyzed because of an inadequate number. An examination of the differences in occupational satisfaction between nonconflicted women (androgynous SRSC or mixed character style, but not both) and inconsistent incongruent women in both fields resulted in the conclusion that personality patterns do not account for the difference in occupational satisfaction. Differences were explained in part, however, by typicality of career choice. Hypothesis 3 was reanalyzed by categorizing participants according to career as well as personality type and achieved statistical significance with masculine-hysteroid lawyers reporting the highest occupational satisfaction and feminine-obsessoid social workers reporting the lowest. The distribution of participants in each occupation according to sex role self-concept and character style was obtained. Most androgynous women were hysteroid, and many were social workers. SRSC and character style were correlated, with masculine SRSC found to be significantly and negatively related to obsessoid character style, while no relation was found between feminine SRSC and hysteroid character style. Typicality of career choice was selected as a sex-typed behavior in this investigation. Social work and law were designated as examples of sex-typed occupations. This study provided the conditions under which sex-typed personality correlates and occupational satisfaction would be investigated in relation to a clearly defined sex-typed behavioral choice. The essential question was whether the sex-typed characteristics, SRSC and character style, were different for female social workers than for female lawyers and whether the relation of these characteristics to career environments helped to explain occupational satisfaction. Many attempts have been made to explore sex-typed and vocational behavior. Only a few investigations, however, were concerned with working women. Findings suggested that, in general, not all women are sex-typed in the same direction and to the same degree and that sex-typing, both in terms of self-concept and other personality characteristics, is related to choice but not occuaptional satisfaction. The Bem Sex-Role Inventory was used to measure sex role self-concept, and hysteroid and obsessoid character styles were operationally defined by scores on the Hysteroid-Obsessoid Questionnaire. The Occupational Satisfaction Blank was used to measure global attitudes of satisfaction with one's occupation.

WE 003 617

Froess, James Charles

Sources of Sex Bias in Evaluations of Performance.

Affil—Miami Univ., Coral Gables, Fla.
Pub Date—77
Note—145p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808241
Data Base ID—DAIJUN78; 38-6148-B

Descriptors—Changing Attitudes, *Evaluation Criteria, Performance Criteria, Performance Factors, *Student Evaluation
Identifiers—*Sex Bias, Sex Role Attitudes

Several hypotheses regarding the effects of sex bias on evaluations of others were investigated. Male and female subjects were first divided into two groups based on whether they espoused liberal or conservative views toward the role of women in society. They were then presented with application materials of six high school students supposedly applying for admission to the University of Miami. One-half of the applicants were male, the other half female; of these, one-half were successful in high school, and one-half were unsuccessful. Subjects were required to evalaute these applicants and their academic performances on a variety of dimensions. These dimensions included the applicant's competence, the quality of his or her performance, causal attributions for their performance, expectancy of fu-ure success, and 11 personality traits such as mas-linity-femininity, intelligence, and honesty. sults indicated a consistent absence of sex-related bias in the ratings of the applicants. Neither sex of rater nor sex of ratee had a significant effect on evaluations, expectations, or attributions for performance. A person's past performance history, more than any other factor, appeared to be the major determinant of the ratings. Attributions for both successful and unsuccessful performances were made to internal, rather than external, factors. Under the present circumstances, success was seen as a desirable achievement for both men and women alike. Successful women were not viewed as "unfeminine," nor were they labelled with negative personality traits, as they were in several previous studies. Implications of these findings, as well as several possible explanations for the outcome of the study, were discussed. It was suggested that the degree to which sex bias influences an evaluation may be a function of the amount of information about the applicant which is available to the rater.

WE 003 618

Hodgson, James William

Sex Differences in Processes of Identity and Intimacy Development.

Affil—Pennsylvania State Univ., University Park.
Pub Date—77
Note—193p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808372
Data Base ID—DAIJUN78; 38-6155-B
Descriptors—Adolescents, Emotional Development, *Individual Development, *Personality Development, *Sex Differences, Test Validity

There has recently been an upsurge of popular and scholarly interest in identity development in adolescence. Eriksonian theory and Marcia's Identity Status Interview were identified, respectively, as the most adequate conceptualization and operationalization of identity, but there are questions as to how well Erikson's theory and Marcia's measure tap female development. This effort represented an attempt to compare processes of male and female identity development, including relationships with intimacy development and self-esteem. Subjects were 100 undergraduate volunteers, 50 of each sex. Each subject was administered the Identity Status Interview, an Intimacy Status Interview, and Rosenberg's Self-Esteem Scale. The Identity Status Interview was altered in an effort to improve its reliability and validity and in order to create an equivalent measure for each sex. The three issues investigated were content of identity concerns, structure of identity pathways, and relationships of identity and intimacy. Males were found to be more advanced in intrapersonal identity part conflicts (occupation and political/religious ideology), females more advanced in the more interpersonal part conflict (sex values/sex roles). Males were found in two identity development pathways (intrapersonal and androgynous), but it appeared that the androgynous pathway was a later developmental step; females were distributed among three identity pathways (interpersonal, intrapersonal, and androgynous) with no evidence of developmental sequence among them. As expected, women were more intimate than men and tended to be rated high in intimacy regardless of identity status or identity pathway. Males generally reached high intimacy statuses only after achieving a firm sense of identity. Male identity development was concluded to focus on individual competence and knowledge, while female development revolves around issues of relating to others. It was further concluded that neither Erikson's theory nor Marcia's measure satisfactorily represent female identity development, and that the field can now advance most fruitfully by developing new methodologies.

WE 003 619

Eichler, Marilyn

The Relation of Sex Differences in Field Dependence to Spatial Visualization and Disembedding Abilities.

Affil—New York Univ., N.Y.
Pub Date—77
Note—101p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808461
Data Base ID—DAIJUN78; 38-6190-B
Descriptors—Auditory Visual Tests, *Sex Differences, *Visual Discrimination, Visual Perception
Identifiers—*Field Dependence, *Spatial Visualization

The purpose of the present study was to determine whether the often reported sex differences in field-dependence-independence, reportedly due to disembedding ability, are discriminable from performance on spatial visual measures. Two major problems were investigated. The first problem was that of determining whether auditory and visual disembedding abilities contributed to differences in performance between males and females after accounting for the contribution of spatial visualizing ability. The second problem investigated the contribution of spatial visualization and disembedding abilities in predicting level of field-dependence-independence for each sex. For the first problem, it was hypothesized that spatial visualization ability alone would significantly discriminate between the sexes. For the second problem, separate predictions were made for men and women. It was hypothesized for males that spatial visualizing ability alone would be the most efficient predictor of their level of field-dependence-independence. For women, in contrast, since spatial visual ability is not as well developed as an ability, it was hypothesized that visual and auditory disembedding abilities would make a larger contribution toward their level of field-dependence-independence. The Space Relations Test, Form T, of the Differential Aptitude Test Battery was used as the measure of spatial visualization ability. The Group Embedded Figures Test was the measure of visual disembedding ability. Auditory disembedding ability was assessed with the Hidden Tunes Test. Level of field-dependence-independence was assessed with the Portable Rod and Frame Test. All research participants were tested on four separate occasions. Three of the measures were group administered. One group test was administered at each time to small groups of 10 students. The Portable Rod and Frame Test was individually administered. The data were analyzed by a step-down discriminant analysis and by multiple regression analysis. Correlations between the variables were computed and univariate "F" tests were performed. The first hypothesis was supported. Spatial visualizing ability was the only variable which significantly discriminated between men and women. The disembedding abilities made no further contribution toward discrimination between the sexes. The predictions for men were supported by the results of the study. For men, spatial visualization ability alone significantly predicted to level of field-dependence-independence. The hypothesis for women was not supported since the predicted pattern differences were not demonstrated. The results for women were discussed in terms of the correlation between spatial visualizing ability and the field-dependence-independence measure. The multidimensional nature of field-dependence-independence was also considered. It was proposed that different moderator variables may influence performance for each sex. The process of disembedding is presented as the core determinant of field-dependence-independence performance according to the Witkin group. The results of this study raise serious doubts regarding this theoretical presentation. The sex differences in field-dependence-independence appear to be tied to spatial visual ability not disembedding ability. Field-dependence-independence as measured by the Rod and Frame Test appears to be accounted for by spatial visualization ability. The use of field-dependence-independence as an indicator of broad personality and cognitive factors is, therefore, not warranted. The implications for education involve special programs of compensatory training for women in spatial visualization. This area of cognitive deficit in girls should also be given special consideration in the regular school curricula.

WE 003 620

Frame, Susan Lynn

The Relationship among Cognitive Flexibility, Field Independence and Sex Role Flexibility.

Affil—New York Univ., N.Y.
Pub Date—77
Note—138p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808466
Data Base ID—DAIJUN78; 38-6147-B
Descriptors—Androgyny, *Cognitive Development, Cognitive Measurement, College Students, Sex Differences, *Sex Role
Identifiers—*Field Dependence

The purpose of this study was to investigate the relationship of cognitive flexibility and field independence to sex role flexibility. Werner's organismic developmental theory provided the framework from which the study derived. Hypotheses concerning the relationships among cognitive flexibility, field independence, and sex role identity were based on Werner's concepts of structural parallelism, differentiation, and hierarchic integration. The study hypothesized a parallel relationship between cognitive flexibility and sex role flexibility. In addition, it was hypothesized that sex role flexibility is a function of both cognitive flexibility and field independence; individuals whose cognitive functioning is characterized by both flexibility and high field independence will demonstrate greater sex role flexibility than individuals whose cognitive functioning is not characterized by both flexibility and high field independence. Also, more high field independent individuals than low field independent individuals will demonstrate cognitive flexibility. Sex role flexibility, regarded by Bem as androgyny, was derived from an individual's scores on the masculinity and femininity scales of the Bem Sex-Role Inventory (BSRI). Cognitive flexibility characterizes the integration of cognitive operations of different developmental levels and was operationally defined by an individual's score on the Stroop Color Word Test (CWT) Card III. Field independence is a dimension which described cognitive differentiation and was operationally defined by an individual's score on the Group Embedded Figures Test (GEFT). The BSRI, GEFT, and CWT Card III were administered to the sample of 120 undergraduate college students, including 60 males and 60 females. The results of this study indicate that differences in sex, cognitive flexibility, field independence are not systematically related to differences in sex role identity. Individuals whose cognitive functioning is characterized by both flexibility and high field independence did not demonstrate greater sex role flexibility than individuals whose cognitive functioning is not. No significant differences between males and females were obtained on measures of field independence and cognitive flexibility. Slight sex differences were found on the BSRI with females scoring as "feminine" and "androgynous" and males as "masculine" and "undifferentiated." These differences were weak. A significant but weak linear relationship was found between field independence and cognitive flexibility. Individuals who scored high in field independence tended to demonstrate greater cognitive flexibility. A reappraisal of the theoretical issues concerning sex role flexibility as conceptualized by Bem and cognitive flexibility as described by Werner suggested that differences in their understanding of flexibility might have contributed to the lack of support of the hypotheses. Further discussion of the results considered the major hypotheses in terms of the theoretical research model. Revision of the present theoretical research model to include variables which intervene in the relationship between sex role flexibility and cognitive functioning was suggested. The need to examine other aspects of both cognitive flexibility and field independence was considered, and additional measures for each of these independent variables were suggested. The discriminatory accuracy of the BSRI was addressed, and variables which could effect the sex role classification were suggested. The heuristic value of the present study was addressed and implications for further research were explored.

WE 003 621

Kozberg, Sharon L.

Sex–Role–Identification and Connotative Meaning.

Affil—New York Univ., N.Y.
Pub Date—77
Note—135p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808474
Data Base ID—DAIJUN78; 38-6120-B
Descriptors—College Students, *Communication Skills, *Sex Role, *Verbal Communication
Identifiers—*Sex Identity

The major problem of this study was to determine if there are differences in connotative meaning for sex-role-related concepts between sex-role-identified males and sex-role-identified females and between androgynous individuals and sex-role-identified individuals. This study also investigated the effect of an imagined context on connotative meaning. A total of 223 college undergraduates served as participants in this study. Each participant was instructed to rate six sex-role-related concepts on a nine-scale semantic differential. Half of the participants were then instructed to rate the concepts again on the same scales while imagining communicating to a male friend. The other half received instructions to rate the concepts while imagining communicating to a female friend. All participants were administered the Bem Sex-Role Inventory and classified as masculine, feminine, or androgynous. The first three hypotheses predicted connotative difference for sex-role-related concepts between sex-role-identified males and sex-role-related females, androgynous males and sex-role-identified males, and androgynous females and sex-role-identified females, respectively. The fourth hypothesis predicted that there would be a greater change in connotative meaning between the first and second semantic differential ratings for groups who imagined opposite-sex addresses than for groups who imagined same-sex addresses. The semantic differential data were factor analyzed separately for each of the six concepts of the first administration of the semantic differential. This resulted in six separate factor analysis procedures and six sets of factor scores for each individual. The first three hypotheses were tested by performing a two-way analysis of variance by factor and group for each of the six concepts. To test for the effects of imagined context, semantic differential data for both the first and second administrations of the instrument were factor analyzed separately for each of the six concepts, resulting in six separate factor analysis procedures and 12 sets of factor scores for each individual. The generalized distance formula was computed between the first rating and the second rating for each concept for each group and t-tests were performed to test for significant differences between the D-scores. Partial support of each of the first three hypotheses was obtained, but none of the four hypotheses were considered generally supported. The results were discussed in terms of interpretations of specific findings and modifications of the present study were suggested.

WE 003 622

Connolly, Louise McCarthy

Ego Development of Adolescent Girls in Ninth, Tenth, and Eleventh Grades.

Affil—Fordham Univ., Bronx, N.Y.
Pub Date—78
Note—133p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808990
Data Base ID—DAIJUN78; 38-7221-A
Descriptors—Adolescents, Coeducation, Emotional Development, High School Students, Longitudinal Studies, *Personality Development, *Self Concept
Identifiers—Girls Schools

This study examined the progression of the ego development in 9th-, 10th-, and 11th-grade girls along an ego development continuum devised by Loevinger. The study also sought to determine the relationship between responses to "If you had three wishes, what would they be" and responses to the Loevinger 36 Sentence Completion Test for Girls. The subjects of the study were 229 9th-, 10th-, and 11th-grade middle- and upper-class girls from two single sex and one coeducational independent college preparatory day schools. Forty of the subjects participated in a three-year longitudinal ego development study using wish statements. Judges were trained to categorize wish statements and sentence completion responses into one of the nine Loevinger levels of ego development (including, in progressive order, impulsive, self-protective, conformist, conscientious, autonomous, and integrated). The categorizations involved 927 wish statements and 8,244 sentence completion responses. Analysis of the results found that there was progression along the Loevinger ego development continuum from the 9th through to the 11th grade. There were significantly more low ego development (I-delta, I-delta/3, and I-3) responses in the 9th grade than in the 11th grade. The frequency of high ego development level (I-3/4 and I-4) responses were significantly greater in the 11th grade than in the 9th grade. The ego development of girls in the coeducational school lagged behind the ego development of girls in the single sex schools. Correlations between the Total Protocol Rating (TPR) of the 36 Sentence Completion Test and the middle level wish and also between the TPR and sum of the wishes were found to be .55 and .53 respectively. Construct validity for the use of the three wish question was thus found to be significant at the .001 level. There was evidence from the longitudinal study of wishes that invariant order concept of the Loevinger theory of ego development was upheld. It was suggested that longitudinal studies of males and females using the three wish question and the Loevinger 36 Sentence Completion Test begin at the seventh-grade level and continue through college in order to confirm the validity of the three wish question as a measure of ego development and to provide further support for the concept of invariant order in the relationship between the ego development of students in single sex and coeducational schools.

WE 003 623

Jennings, Victoria Harris

The Implications of Sex Roles for the Power Structure of the Adolescent Social System.

Affil—Texas Univ., Austin
Pub Date—77
Note—372p.; Ph. D. Dissertation
Available from—UMI, Order Number 7807325
Data Base ID—DAIJUN78; 38-7415-A
Descriptors—Adolescents, High School Students, *Power Structure, *Sex Role, Sex Stereotypes, *Social Structure

This study focused on the ways in which the emerging trend toward dedifferentiation of sex roles had altered the power structure of the adolescent social system. The power structure was analyzed according to Adams' model of power and social organization. Field research was conducted in 1975 and 1976 with current and former students at Highlands High School in Hilltown, an urban center in the southwestern United States. In individual interviews involving open-ended questions, informants defined the groups of teenagers that composed their social system and described the emergence, growth, and development of these groups and the ways in which sex role behaviors occurred in them. In addition, they provided information which was used to examine the power structure through which the groups were related to each other. Before the late 1960s, the adolescent social system at Highlands consisted of two groups, similar to those described by previous researchers–the "social group" and the "regular kids." The sex role behavioral norms of both groups were differentiated; the superordinate social group, however, consisted of individuals who conformed most closely to traditional notions of sex role behaviors. In the late 1960s, the "freak" group emerged, drawing its membership primarily from the regular kids. It developed partially in reaction to the social group's dominance of the social system. The freaks' nontraditional, dedifferentiated sex roles became the focal point of conflict with the more traditional social group. By 1971, the freak group accounted for approximately 20% of the Highlands student body, and its members had usurped some of the powerful, prestigeous positions previously occupied by the social group. In the early 1970s, the "kickers," who adhered to rigidly defined, highly differentiated sex roles, emerged as a group distinct from the regular kids (of which it previously had been a subgroup). This group's reaction to the freaks' dedifferentiated sex roles gave impetus to its becoming a separate group and served as the focal point for hostility between the kickers and the freaks. Therefore, by the mid-1970s, the social system at Highlands consisted of four groups–the social group, the freaks, the kickers, and the regular kids. The social group and the kickers maintained traditional sex roles; both had conflict relationships with the freaks, based to a considerable extent on their sex role differences. In addition, a significant proportion of the regular kids continued to admire and emulate these groups (particularly the social group). Despite the hostility and opposition of the social group and the kickers, however, the freaks continued to gain more power, drawing both members and support from increasing numbers of regular kids. Clearly, the trend toward sex role dedifferentiation does not include all the groups of adolescents. However, the freak group's continued gains indicate that there is a shift toward dedifferentiation of sex roles among a significant segment of the adolescent social system.

WE 003 624

Drayton, Ethel Lynn

The Effect of Father Absence upon Social Adjustment of Male and Female Institutionalized Juvenile Delinquents.

Affil—Fordham Univ., Bronx, N.Y.
Pub Date—78
Note—102p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808992
Data Base ID—DAIJUN78; 38-7223-A
Descriptors—Adolescents, *Anti Social Behavior, Delinquents, *Fatherless Family, One Parent Family, Personality Development, *Sex Differences, *Social Adjustment, Socialization

This study sought to determine whether the absence of a father in the home significantly affected the social adjustment of violent juvenile offenders who were remanded to residential facilities by the juvenile courts. A review of the literature revealed that the family plays a primary role in the socialization of the young. Early childhood experiences have been particularly emphasized in the development of the personality of the individual. It would follow, then, that the absence of a parent within the family unit would alter the relationships of members within the remaining unit, as well as the effectiveness of that family unit to socialize the child. The literature also revealed that females would possibly be affected differently from males when the father was absent from the home. The basic premise of this investigation was that absence of a father, particularly in the early years of life, would have the effect of lowered social adjustment in adolescents. Despite the fact that juvenile delinquents have poor social adjustment which is indicative of their classification, father absence would be expected to affect them similarly. The subjects in this study were 86 males and 28 females of ages 15 through 17. They were remanded to four residential facilities in New York and New Jersey. The male and female groups were divided into three categories which were dependent on time of father's departure–father-absent family (father left prior to age 7), father-absent family (father left during age 7 through age 12), and intact family (father present at least until age 12). Social adjustment was measured by certain measures of the California Test of Personality–Social Standards, Social Skills, Anti-Social Tendencies, and Family Relations. Comparisons of these individual subtests scores were made for main effects of family structure and sex, and interaction effect between family structure and sex. The results indicated that there were no significant main effects of family structure on the four subtests; there was no significant main effect of sex on social standards, social skills, or antisocial tendencies; there was a significant main effect of sex on family relations; there was a significant interaction effect on family relations; there were no significant interactions on social standards, social skills, or antisocial tendencies. It was concluded that the presence or absence of a father in the home during childhood did not significantly affect how individuals responded to social adjustment measures. However, girls were significantly lower than boys on family relations. Girls from father-absent homes had significantly more inferior relationships at home than girls from intact homes, or any of the groups of boys. In general, the average girl was lower than the average boy on social standards, antisocial tendencies, and family relations, which indicated a tendency for girls to have poorer social adjustment than boys. Boys were especially higher than girls (although not significantly higher) on antisocial tendencies which reflected a tendency toward more aggressive behavior in girls. Further research was recommended to determine what other variables were attributable to variation in social adjustment in adolescents.

WE 003 625

Grandinetti, Juliette Knop

A Study To Determine the Effects of Short Term Consciousness–Raising Instructional Activities on the Societal and Educational Sexist Attitudes of Preservice Teachers.

Affil—Houston Univ., Tex.
Pub Date—77
Note—201p.; Ed. D. Dissertation
Available from—UMI, Order Number 7809187
Data Base ID—DAIJUN78; 38-7279-A
Descriptors—Group Instruction, *Sensitivity Training, *Social Attitudes, Student Teachers, Teacher Attitudes
Identifiers—*Sex Bias

The purpose of the study was the determination of the effects of short term consciousness-raising instructional approaches on the societal and educational sexist attitudes of preservice teachers. A review of the literature highlighted the presence and effects of prejudicial attitudes toward women which are as general as the American social system and as immediate as the neighborhood school room. The exhibition and acceptance of attitudes which presuppose the superiority of males over females is termed sexism. This study delineates and measures two types of sexism–societal and educational. Within the educational system, the female teacher was shown to be both a victim and an instrument of sexism. Additionally, the literature indicated the probability that teacher education institutions could effectively reduce the level of teacher and, thus, educational sexism. In order to test the ability of teacher education institutions to lessen the level of sexist attitudes, a sample of 70 junior level education students from the University of Houston were selected. These students were divided into three groups, A, B, and C with 20, 24, and 26 students, respectively. Group A functioned as a control group, group B was exposed to a 2 1/2 hour Equality Awareness Lesson, and group C experienced an Equality Awareness Unit encompassing a total of five hours spread over two sessions. The two treatments consisted of the same six consciousness-raising activities, dealing with sexism in both social and school contexts, only the time schedule was altered. Each group was pretested and posttested for sexist attitudes. Societal sexist attitudes were measured by the Werner Sexist Attitude Scale (WSAS) developed by Marie Einhorn Werner in 1973. In order to measure educational sexist attitudes, the Informal Teacher Sexist Attitude Survey (ITSAS) was developed and validated as part of this project. This study was conducted over a six-week period. The ITSAS was administered during the first and sixth weeks; the WSAS during the second and fifth weeks; and treatment activities were executed during the third and fourth weeks. Levene's test on the WSAS and ITSAS pretest data indicated homogeneity of variances. A 3 x 2 analysis of variance for unequal n's and repeated measures was performed on the results of the WSAS and the ITSAS. The analysis of the WSAS revealed the presence of no statistically significant main effects. However, the ITSAS analysis signified the existence of two significant main effects. To further define these effects, the Scheffe method of multiple comparisons was performed. This revealed a statistically significant difference in the posttest levels of educational sexist attitude between group A and group B and between group A and group C but not between group B and group C. When the conclusions drawn from the WSAS data, the ITSAS data and the review of the literature are combined, they lead to the four general conclusions listed below: 1) Teacher education institutions can and should initiate a program that would effectively lessen the level of sexism in educational situations. 2) Short term instructional treatments that would significantly lower the level of educational sexism of preservice teachers can be incorporated into teacher education programs. 3) To be effective, instructional approaches should be situation specific, include consciousness-raising activities, and need not last more than 2 1/2 hours. 4) Although short term instructional approaches can effectively lessen the level of educational sexism, there is no evidence that they can alter general societal sexist attitudes. The conclusions signified by this study lead to the recommendation that teacher education institutions incorporate the study of educational sexism into their present training programs. To further define the optimum design of instructional materials geared to the study of sexism, future research will be necessary. This will be needed not only on the materials themselves but on the methods for evaluating the effectiveness of these materials.

WE 003 626

Rothschild, Elynn Sue

Decision–Making Behavior of Men and Women in Mixed and Single–Sex Groups.

Affil—Tufts Univ., Medford, Mass.
Pub Date—78
Note—276p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811107
Data Base ID—DAIJUL78; 39-448-B
Descriptors—*Decision Making, *Group Behavior, Role Perception, *Sex Differences, Sex Role

Decision-making processes in eight all-male, eight all-female, and eight equally mixed groups were examined by a modification of Bales' interaction process analysis technique for coding group interaction. Each group was composed of six persons previously unacquainted with one another. Groups were assigned to discuss a human relations case problem for 40 minutes, with the objective of achieving a unanimous group decision regarding the best possible solution. Prior to group discussion, subjects each read the case problem and reported their individual decision to it on a prequestionnaire. Following group discussion, they reevaluated their decision on a postquestionnaire, recorded their general reactions to the group discussion, and described their sex role orientations in terms of career and marital plans. The major dependent variables of interaction were power-dominance, task-orientation, social-emotional-orientation, assertiveness, leadership, the ratio of instrumentality to expressiveness, and the ratio of positive to negative affect. Pre- to postgroup attitude change on the case problem defined an eighth dependent variable of yielding to influence. Due to the exploratory nature of this research and to current shifts away from traditional sex role norms, two models were introduced as alternative sets of expectations for the results–a traditional model of sex differences in decision-making behavior and a nontraditional model of no sex differences. Despite a large number of interaction indices, very few differences emerged either among groups classified by group sex composition, or between men and women in mixed-sex groups, or for each sex separately in relation to their group sex composition. Although the majority of these differences supported the traditional sex role model, no consistent pattern occurred for any of the eight variables of interaction. The closest measure of support for the traditional model was the indication that the social-emotional communication channel may be used more often by women than men. However, a hierarchical analysis of variance suggested that women's groups may be as likely to differ among themselves on this dimension as they are to differ from either men's or mixed groups. Moreover, within mixed sex groups, cross-sex interaction of social-emotional communication went contrary to the traditional model. Support for the traditional model also occurred in terms of attitude change, with women in all-female groups yielding more to influence than either men in all-male groups, or subjects in mixed-sex groups. However, this difference was not significant in terms of the absolute value of attitude change, but only when attitude change was redefined to take into account the nature of the attitude preference on the bipolar rating scale. A reinterpretation of this finding, which incorporated the directional preference, suggested that the attitude shift of women in their single-sex groups may have been nontraditional, rather than traditional, relative to that of subjects in the other groups. Thus, the results clearly supported the nontraditional model of decision-making behavior for men and women. Reasons for this nontraditionality were given in terms of the task, which both sexes could approach with equal expertise; the equal representation of men and women in the mixed-sex groups; the motivational involvement of subjects in the task situation; and the sex role orientation of subjects. The conclusion offered by this study, therefore, is that traditional sex differences in decision-making groups are intimately linked to situational and attitudinal constraints. When freed of these constraints, men and women may act and react to one another without significant regard to traditional sex role demands.

WE 003 627

Jones-Freeman, Dianne Silver

A Comparison of the Familial and Extra-Familial Sex Role Concepts and Behaviors of a Stratified Random Sample of Male and Female Freshmen and Graduate Students and Faculty and Professional II Staff at Oklahoma State University.

Affil—Oklahoma State Univ., Stillwater.
Pub Date—77
Note—238p.; Ed. D. Dissertation
Available from—UMI, Order Number 7811047
Data Base ID—DAIJUL78; 39-360-B
Descriptors—Faculty, Family Influence, Graduate Students, Professional Personnel, *Role Perception, *Self Concept, Sex Differences, *Sex Role, Undergraduate Students

This investigation was concerned with analyzing the familial versus the extrafamilial sex role concepts and behaviors of 229 male and female subjects randomly selected from the total population of freshmen students, graduate students, and faculty and professional II staff at Oklahoma State University, Stillwater, Oklahoma. Instruments employed to measure various aspects of sex role concept and sex role behavior were the Inventory of Feminine Values, the Inventory of Masculine Values, and an adapted form of the Behavior and Decision-Making Survey by Anne Steinmann and David Fox. Three-way analyses of variance for unweighted means were used to analyze the measures of sex role concept and sex role behavior by subgroup membership and by sex. The Pearson Product-Moment correlation technique was employed to determine the relationships between the measures of sex role concept and sex role behavior and in determining the congruence between sex role concepts held by subjects in each subgroup and between the measures of sex role behaviors expressed by the subjects in each subgroup. Finally, t-tests were employed to determine the differences between masculine sex role concepts held by male and female subjects and between feminine sex role concepts held by the male and female subjects. Subgroup membership and sex had significant differential effects on the measures of sex role concept. Interactive effects between sex and subgroup and between sex and the measures of sex role concept were also found to be significant. Interactive effects between subgroup and sex were found to be significant on the measures of sex role behavior, but neither sex nor subgroup alone produced significant differences on sex role behavior measures. Significant differences were also found between the real and ideal measures of sex role behavior. The sex role concept measures of self-perception and ideal self were found to be significantly related for both sexes and all three subgroups. No significant relationships were found between the two above measures of sex role concept and what the male and female subjects reported the opposite sex wanted them to be. Significant relationships between measures of sex role behaviors were found to vary according to subgroup and sex. The employment status of the wife in the hypothetical situations presented seemed to a consequential factor in the direction and strength of the relationships found between the real and ideal role behavior measures. Male and female subjects in all subgroups were found to differ significantly in their masculine and feminine sex role concepts. The strength of such differences varied by subgroup. Generally, female subjects reported stronger extrafamilial sex role concepts than did the male subjects. Several significant relationships were found between the measures of sex role concept and sex role behavior, but the direction and strength of such relationships varied by sex and subgroup. Several tentative patterns were identified within individual subgroups which need to be explored in future research. It was concluded, however, that the patterns identified were different for the male and female subjects.

WE 003 628

Jens, Kathryn Sue

The Effects of Situational Factors on Sex Differences in Small Group Behavior.

Affil—State Univ. of New York, Buffalo.
Pub Date—78
Note—236p.; Ph. D. Dissertation
Available from—UMI, Order Number 7810630
Data Base ID—DAIJUL78; 39-443-B
Descriptors—Decision Making, *Group Behavior, *Sex Differences, Undergraduate Students
Identifiers—Mixed Sex Groups

Previous studies of mixed-sex groups have found that males dominated group interaction by participating more, initiating more instrumental interactions, and having more influence on decisions than females. This investigation was designed to test whether these previously found sex differences were artifacts of the common use of masculine tasks and male experimenters in experimental settings. The major hypotheses predicted that the sex-typing of a group's topic would affect sex differences during a brainstorming (idea contribution) phase, while the sex of a group's leader would affect sex differences during a decision-making (attempted influence) phase of mixed-sex discussion groups. It was further predicted that a personality measure of sex-typing would be related (positively for males, negatively for females) to dominance behaviors in the groups. Forty groups of two male and two female undergraduates participated in a two-phase discussion group experiment which varied the sex-typing of the topic and the sex of the leader. The masculine and feminine topics were selected on the basis of judges' ratings. The male and female leaders were graduate students who used a script and participated in training sessions. Dependent measures included Bales (1950) Interaction Process Analysis units, effectiveness ratios, peer rankings, and postquestionnaire ratings. The Bem Sex-Role Inventory (Bem, 1974) was used as a measure of sex-typing. The results showed that in masculine topic groups, males dominated the brainstorming phase, while females dominated this phase in feminine topic groups. In male led groups, males dominated the decision-making phase, while no sex differences occurred during this phase in female led groups. These behavior differences were not fully reflected in subjects' rankings. There were no personality correlations for males. For females, personality scores were strongly correlated with behavior during the decision-making phase, mainly in feminine topic-female led groups. It was concluded that situational factors do affect the occurrence of sex differences in small group behavior and that previously found patterns of male dominance are best considered as artifacts of the traditional experimental setting. The theoretical, methodological, and social change implications of this study were discussed and directions for future research were suggested.

WE 003 629

Rubovits, Pamela Charles

Achievement Training Given to Six Year Old Boys and Girls by Lower Class and Middle Class Mothers.

Affil—Illinois Univ., Urbana.
Pub Date—78
Note—137p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811286
Data Base ID—DAIJUL78; 39-203-A
Descriptors—*Achievement, *Child Rearing, Children, *Middle Class Mothers, Motivation, *Parent Child Relationship, *Self Concept, Sex Differences, Sex Stereotypes, Social Class
Identifiers—*Lower Class Mothers

This study was designed to provide for the formulation of specific hypotheses concerning the early achievement experiences of males and females and to suggest some early bases for adult sex differences in achievement behavior and achievement-related behaviors. One hundred and twenty mother-child pairs were observed as the mothers supervised their children in the performance of five problem-solving tasks. All the children were between 5.5 and 6.5 years of age. Sixty were boys and 60 girls. All the children and their mothers were caucasian. Each child was the first born in his/her family. None of the mothers was currently working outside the home. All were living with their husbands and had at least one child younger than the child involved in the study. Thirty of the mother-son pairs and 30 of the mother-daughter pairs were classified as middle class; the other 30 mother-son and mother-daughter pairs were classified as lower class. Social class position was determined using the occupation and education level of the father as the criteria of status. Measures were taken of maternal behaviors identified by previous research as being related to the development of achievement orientations-mothers' performance expectations and aspirations, amount of autonomy and self-reliance mothers allowed, pressure for success mothers placed on children, and the amount and kind of feedback, evaluation, and encouragement mothers gave their children. In addition, children's level of performance on each task was measured. Mothers were found to have higher expectations and higher aspirations for both boys and girls when they were working on sex role stereotyped tasks. Mothers, while not intruding more into their daughters' decision making, did give their daughters more specific directions than they gave their sons. Mothers were also found to give daughters more negative evaluation, more negative feedback, and more negative kinds of encouragement than they gave their sons. These findings were interpreted in terms of the self-perceptions that little girls form as a result of these kinds of achievement experiences. It is proposed that girls come to see their achievement behavior as being determined by outside influences to a greater extent than do boys, thus leading to the conclusion that girls are less likely to take personal responsibility for their achievements. This could result in females not deriving maximum pride and security from their achievements. This interpretation in attribution theory terms is proposed and further research is recommended to assess directly the reactions of the children to their performance. Interviewing the children is only one of the suggestions for future research that is made. Others include assessing mother-child interaction in failure situations, observing father-child interaction in achievement situations, and examining the reciprocal effects of parent-child interactions.

WE 003 630

Berkson, Dorothy Warren

The Ordeal of the American Girl: Female Initiation in Henry James's Fiction.

Affil—Illinois Univ., Urbana.
Pub Date—78
Note—202p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811208
Data Base ID—DAIJUL78; 39-284-A
Descriptors—*American Literature, *Characterization, Literary Criticism, *Marriage
Identifiers—*James (Henry), Status of Women

This study seeks to demonstrate that the American girl is the key to James's social and moral ethic. The theme that connects James's American girl works is the female initiation. James was perhaps more sympathetic to women's problems than any other writer of his time. James's treatment of the female initiation is radical both in its departure from the traditional attitudes of American literature and in its vision of women as victims of a patriarchal society. In depicting the female initiation, James implicitly denies the values of the male initiation as portrayed in the myth of the American Adam. In James's fiction, the initiate is female rather than male, the world of experience is a tightly structured social order rather than nature or the frontier, and the issue is the effort to find personal integrity in an amoral world rather than a flight to freedom outside the restraints of society. James's heroines are all forced to face the issue of marriage; regardless of their inclinations his heroines are expected to marry simply because they are women. James views the limiting and disabling affects of this monovision of women's destiny from a number of perspectives. "The Last of the Valerii" and "Madame de Mauves" (both 1874) examine two marriages destroyed by unrealistic and idealistic expectations. Two women whose lives are blighted by rigid, patriarchal attitudes toward women are examined in "Daisy Miller" (1878) and "Washington Square" (1880). In "The Portrait of a Lady" (1881) James exposes the myth that a woman can choose not to marry, and that she can retain autonomy and freedom within marriage. Then he shows us that a woman's ultimate initiation involves her confrontation with this loss of freedom. "The Bostonians" (1886), possibly James's most pessimistic work, examines two women who are trapped between society's rigid definition of women's place and a devitalized, political vision. Neither vision offers hope. This study attempts to demonstrate, however, that James's portrait of Olive Chancellor is more sympathetic than is usually acknowledged, and that James's sister, Alice James, was in fact the model for his portrait of Olive Chancellor. James's pessimism about the possibilities for a free and autonomous life for women in the existing social order caused him to seek mythic and moral alternatives for his heroines in his late works. In "The Wings of the Dove" (1902) the American girl is cast as a female Christ, rising above the limitations of society and marriage to act as a regenerating moral force. Even this vision is not entirely satisfactory, however, for Milly Theale's influence is too limited–the brutal society to which she is opposed remains essentially unchanged. The study suggests that the ambiguity of "The Golden Bowl" (1904), James's last completed work, arises out of an inherent conflict between James's social vision and his mythic impulses. James's portrait of Maggie Verver, who is a mythologized traditional woman, denies the vision of women in his earlier works. Maggie Verver is the creation and embodiment of the decadent society whose values James has exposed throughout his career. Ultimately, James's social vision was too realistic and pragmatic for such mythic solutions. His earlier portraits of women, rendered through the medium of social realism, are finally more convincing and moving than his later mythic portraits.

WE 003 631

Haas, Adelaide Nacamu

Production of Sex–Associated Features of Spoken Language by Four–, Eight–, and Twelve–Year Old Boys and Girls.

Affil—Columbia Univ., New York, N.Y.
Pub Date—78
Note—130p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811134
Data Base ID—DAIJUL78; 39-23-A
Descriptors—*Child Language, Sex Differences, *Sex Stereotypes, *Speech Habits
Identifiers—Mixed Sex Groups

The production of sex-associated features of spoken language was studied in 24 normal, white, middle-class children ages 4, 8, and 12 years. One hundred utterance units for each subject in conversations of same-sex and mixed-sex dyads of peers were recorded and transcribed. Spoken language features in each of the categories, form, topic, content and use, were identified and counted. Features in each category had been stereotyped or documented as sex-associated in adults by previous writers or were observed in the speech of young children during pilot study. T-tests revealed significant differences between boys and girls in the frequency of production of certain spoken language features. The analysis of combined scores from all age levels in both dyadic situations revealed that boys referred significantly more to the topic of sports, content related to perceptual and functional attributes and location, and the use of information giving. Girls made significantly more reference to school and the experimental situation and were significantly more compliant. No significant differences in form were noted. In same-sex dyads, the speech of boys and girls did not differ with regard to form or use. Boys, however, talked significantly more about sports and location; and girls referred significantly more to school, identity, and wishing and needing. Girls laughed significantly more and were significantly more verbally compliant in mixed-sex dyads. Boys used significantly more sound effects, talked significantly more about sports, and issued significantly more direct requests in this situation. No age trends were noted in the acquisition of sex-associated features of spoken language between the ages of 4- and 12-years. Major conclusions were that sex of speaker and sex of dyadic partner influence spoken language, and sex differences are learned prior to age 4. The results of this study suggest the following: 1) Sex differences in the form of spoken language exist in frequency of laughter and sound effects. 2) Boys and girls have different interests, as reflected in their choice of conversation topic. 3) Male communication content is more descriptive, whereas female is more emotional. 4) Boys tend to use language to be dominant in mixed sex situation. Girls' language use is more often compliant or supportive.

WE 003 632

Licht, Ruth G.

Facilitators and Inhibitors of Occupational Change in Middle–Aged, Married, Career–Oriented Women.

Affil—Columbia Univ., New York, N.Y. Teachers College.
Pub Date—78
Note—341p.; Ed. D. Dissertation
Available from—UMI, Order Number 7810890
Data Base ID—DAIJUL78; 39-497-A
Descriptors—*Career Change, Family Influence, Role Conflict, Sex Role, *Working Women
Identifiers—Division of Labor, Married Women, Womens Liberation Movement

This exploratory interview study attempted to identify facilitators and inhibitors of occupational change in 20 college-educated, career-oriented mothers, aged 35 through 47. Specifically, it examined the influence upon participants' occupational change of their educational and vocational backgrounds, sex role stereotyping, financial needs and resources, midlife concerns, family stage, husbands' attitudes, the women's movement, and significant others; the meshing of participants' family and work careers; and changes anticipated by participants in their family or work roles to improve their fit. Several interacting factors facilitated participants' increased career commitment and interest in vocational change, although no single factor alone would have been a sufficiently potent precipitator of change. Major supports were the good health and vigor of the women and their families; the financial security and comfort provided by husbands' earnings which eliminated the need for wives to help support the family and which enabled them to finance new businesses or advanced schooling; the women's movement which publicized and legitimated both changes in the ways male and female social roles may be enacted and the expansion of role options for women; family stage with children old enough for mothers to commit themselves to outside interests; the supportiveness of husbands, therapists, teachers, occupational role models, and/or intimate friends; and, several midlife factors which led participants to reformulate life goals and priorities in order to determine their future life course. Traditional sex role conventions were major constraints upon both vocational change and change of family patterns to ease management of work and family roles. For most women the need for sex-appropriate work was manifested in selection of traditionally female fields, despite their shrinking opportunities; lack of exploration of less conventional occupations and positions; absence of aspirations for high-level positions, great responsibility, or power; and disregard for financial compensation. Almost all participants wanted to maintain the traditional division of roles which had been established in their households and were uninterested in major reallocations of family responsibilities. In order to combine family and work careers comfortably, most of the women chose to limit their vocational activities rather than to contemplate changing long standing family patterns. Although participants were able to take advantage of many facilitative resources in their life situations, their vocational change options were circumscribed by their prior socialization and education. In order to provide a fuller range of choice to women, certain changes in educational practices, services, and curricula were suggested for all school levels. In addition, recommendations were made for teaching the "how-to" of multiple role management and planning for life-span change in order to prepare students for future personal, family, work, and social role changes.

WE 003 633

Winchester, Judith Ann

A Cross–Disciplinary Assessment of Perceived Sex Role Orientation among College Students.

Affil—Oklahoma State Univ., Stillwater.
Pub Date—77
Note—79p.; Ed. D. Dissertation
Available from—UMI, Order Number 7811080
Data Base ID—DAIJUL78; 39-164-A
Descriptors—College Students, Parent Influence, Religion, *Role Perception, Self Concept, Sex Role
Identifiers—*Sex Identity

The researcher examined the degree of perceived masculinity, perceived androgyny, and perceived femininity among college students at Oklahoma State University and determined what differences there were between androgynous individuals and highly sex-typed individuals according to sex, college of enrollment, field of interest, degree of church involvement, degree of maternal warmth, degree of paternal warmth, parents' socioeconomic status, liberal-conservative ideology, and degree of self-esteem. The population for the study was identified as students in selected lower, upper, and graduate level classes in the Colleges of Agriculture, Arts and Sciences, Business Administration, Education, Engineering, Home Economics, and Veterinary Medicine at Oklahoma State University during the spring semester, 1977. Hypotheses regarding differences between sex role orientation and sex, college of enrollment, field of interest, degree of church involvement, degree of maternal warmth, degree of paternal warmth, were tested by the chi-square statistic. One-way analysis of variance was used to test differences between sex role orientation and parents' socioeconomic status, liberal-conservative ideology, and degree of self-esteem. Sex, college of enrollment, and field of interest were found to be significantly associated with sex role orientation of respondent. Of the 279 male respondents, the largest percentage (67.38) scored in the masculine range on the Bem Sex-Role Inventory. Of the 235 female respondents, the largest percentage (46.81) scored in the feminine range on the Bem Sex-Role Inventory. Female respondents showed a larger percentage of androgynous scores (32.34) than did males (26.16). A larger percentage of female respondents scored within the masculine range than male respondents who scored within the feminine range on the Bem Sex-Role Inventory. Degree of maternal warmth felt by the respondent during the years of childhood and degree of self-esteem were also found to be significantly associated with sex role orientation. It was found that as the degree of perceived maternal warmth increased, sex role orientation moved from masculine to androgynous to feminine.

Variables which showed no significant influence upon sex role orientation were church involvement, degree of paternal warmth, parents' socioeconomic status, and liberal-conservative ideology. It was concluded that awareness of these findings would enable those in the helping professions to recognize the need for self-esteem; the impact of parental relationships upon the behavior and attitudes of a child; the need to provide students with opportunities to explore many different areas of interest. Additional studies are needed to compare results from diverse groups such as large, urban universities with small, rural colleges; to examine data from a national sample including students from many different types of institutions; to obtain a greater representation of lower socioeconomic groups, and various racial and ethnic groups; to examine more fully the variables of self-esteem, liberal-conservative ideology, maternal and paternal warmth, and church involvement as related to sex role orientation; to compare data from males with data from females; and to determine how variables such as family description, maternal employment, parental assumption of responsibilities, place of residence, and parent-child relationships affect sex role orientation.

WE 003 634

Sullivan, James Francis

Chapter 622: Sex Discrimination in Education; Implementation in the Commonwealth of Massachusetts.

Affil—Massachusetts Univ., Amherst.
Pub Date—78
Note—138p.; Ed. D. Dissertation
Available from—UMI, Order Number 7810758
Data Base ID—DAIJUL78; 39-60-A
Descriptors—*Educational Legislation, *Equal Education, Handicapped Students, State Legislation, Superintendents
Identifiers—Chapter 622 Massachusetts Legislative Acts 1971, Chapter 766 Massachusetts Legislative Acts 1972, *Legislation Implementation, Massachusetts, *Massachusetts Legislative Acts 1971 Chapter 622, Massachusetts Legislative Acts 1972 Chapter 766

The purpose of this study was to investigate the impact of equal education reform legislation in the Commonwealth of Massachusetts. A series of research questions was designed to assess the effective implementation of Chapter 622 of the 1971 Massachusetts Legislative Acts and to compare the implementation process with that of Chapter 766 of the 1972 Massachusetts Legislative Acts. The field testing of the instrument was completed by distributing it to a sample of 35 superintendents from urban, suburban, and rural communities. The final questionnaire was sent to 217 superintendents throughout the Commonwealth of Massachusetts. A return of 160 questionnaires (73.73%) was included in the data. The data generated by the questionnaire provided sufficient evidence to warrant and support conclusions pertaining to Chapter 622's development, advocacy, and support. The data suggest, among other things, that administrators in Massachusetts school systems exhibit a clear perception of Chapter 622 and its provisions. They have a positive attitude towards the necessity for such legislation, but there is a discrepancy between their attitude and their willingness to support equal educational opportunity in their own schools. It was hypothesized that Chapter 622 has received neither equal advocacy from support groups, nor equal financial and personnel support from the state legislature and the department of education as compared to Chapter 766. The results of the study indicate that, in general, teachers were the most aggressive in advocating the implementation of Chapter 622. Parents were the least aggressive and in most cases apathetic towards its implementation. This contrasts dramatically with the efforts of parents on behalf of the implementation of Chapter 766. Their strong advocacy program virtually assured the success of the legislation to provide assistance to the handicapped student. The administrators stated that the implementation of Chapter 622 has not been pursued by all groups–parents, teachers, administrators, students, or the department of education, as aggressively as the implementation of Chapter 766 because of a cultural conditioning of attitudes. In addition, the study supports the hypothesis that Chapter 622 has not received comparable financing from the state legislature or personnel from the department of education. The data suggest that sanctions available to the department of education, such as withholding of state aid or referring communities who are in noncompliance with the law to the attorney general have not been utilized because definite regulations and close evaluation by the department of education has not been forthcoming. The data support the fact that suburban communities are more aggressive in their implementation efforts and their support of Chapter 622 than either the rural or the urban communities. Superintendents' comments indicate that women's advocacy groups, such as the League of Women Voters, are more vocal in the suburbs. This was evidenced by their greater willingness to provide inservice training programs for the staff and to utilize assistance from the department of education and other educational agencies. Conclusions of this study include recommendations that additional funds be provided by the state legislature to assist in the total implementation of Chapter 622. There is a need also for the establishment of a close monitoring system by the department of education. There should be a greater willingness on the part of the department of education as the agency responsible for the implementation of Chapter 622 to utilize the sanctions they have at their disposal to assure compliance with the law. Finally, the study recommends that the regulations for implementing Chapter 622 be amended to include the provision that each school system be obliged to appoint an equal education officer. The responsibilities of this specialist would include the supervision and development of the program within the school system. Additionally, he or she would be the communicator between the community and the department of education's regional office.

WE 003 635

Lawler, Alice Cotter

Career Exploration with Women Using the Nonsexist Vocational Card Sort and the Self-Directed Search.

Affil—North Carolina Univ., Chapel Hill.
Pub Date—77
Note—177p.; Ph. D. Dissertation
Available from—UMI, Order Number 7810474
Data Base ID—DAIJUL78; 39-130-A
Descriptors—*Career Awareness, *Career Choice, College Students, *Job Search Methods, Occupational Guidance, *Occupational Tests
Identifiers—*Non Sexist Vocational Card Sort, *Self Directed Search

An attempt was made in this study to learn more about the effects of taking an interest inventory on breadth of careers considered and vocational information seeking behaviors and to yield further data on whether present vocational assessment instruments restrict the range of occupations suggested to women. Three main questions were addressed: 1) Whether two different types of self-paced career exploration experiences–the Self-Directed Search (SDS), which inventories interests, versus the Non-Sexist Vocational Card Sort (NSVCS), which is concerned with expressed interests–would make a difference in the breadth of occupations suggested by the experience. 2) Whether making interpretive changes by revising the Self-Directed Search and the Non-Sexist Vocational Card Sort directions and raising some of the issues described in the National Institute of Education's Guidelines on Sex Bias and Sex Fairness would make any differences in the scores of the respondents. 3) Whether there would be differences between treatments and controls on breadth of occupations chosen and stimulation of vocational exploration behavior. One hundred ninety-eight undergraduate women students at the University of North Carolina who were identified as being in the exploration stage of the career process were randomly assigned to one of six groups: 1) NSVCS-standard, in which subjects completed the standard version of the NSVCS; 2) NSVCS-revised, in which subjects completed the NSVCS, revised in accordance with the NIE Guidelines on Sex Bias and Sex Fairness; 3) SDS-standard, in which subjects completed the standard version of the SDS; 4) SDS-revised, in which subjects completed the SDS, revised in accordance with the NIE Guidelines on Sex Bias and Sex Fairness; 5) information only, in which subjects were exposed to information on the factors affecting women's career choices; 6) waiting list control, in which subjects were evaluated on the dependent measures but were offered no treatment until all data had been collected. Differences among the groups were evaluated on the following dependent variables–number of nontraditional occupations suggested to the subjects by the instruments themselves; number and proportion of nontraditional occupations listed on the Occupational Alternatives Question immediately following treatment and at the two-week follow-up; the Vocational Exploration Behavior Checklist, which measures self-reported frequency of information seeking behaviors following treatment; types of occupational information requested by the subjects at the end of treatment; observed information seeking behavior; satisfaction with treatment. Results indicated that those who took the standard or revised NSVCS found a significantly broader range of occupations suggested to them than those who took the standard or revised SDS. However, making the interpretive changes and revisions in the instruments in accordance with the NIE guidelines had little effect on the scores of respondents. No differences were found on any of the other variables among experimental groups or between the experimental groups and controls. In spite of the failure to attain many significant differences among the groups, a number of important conclusions can be drawn from this research: 1) Although the NSVCS tended to suggest a wider range of occupations to subjects than did the SDS, no differences were observed on responses to the Occupational Alternatives Question. Thus, it appears that a more potent treatment than was used in this study is needed to encourage women to consider the full range of occupations open to them. 2) Implementation of the NIE guidelines made no differences in the number of nontraditional occupations either suggested by the instruments or subsequently chosen by the subjects on the Occupational Alternatives Question. 3) The question of whether one can make career exploration a counselor-free process remains unclear and in need of further research.

WE 003 636

Jones, Anne Goodwyn

"Tomorrow Is Another Day": Women, Men, and Society in Selected Fiction of Seven Southern Women Writers.

Affil—North Carolina Univ., Chapel Hill.
Pub Date—77
Note—473p.; Ph. D. Dissertation
Available from—UMI, Order Number 7810465
Data Base ID—DAIJUL78; 39-286-A
Descriptors—*American Literature, *Characterization, Literary Criticism, *Role Conflict, Social History, *Southern States
Identifiers—Evans (Augusta Jane), Glasgow (Ellen), Johnston (Mary), King (Grace), Mitchell (Margaret), Newman (Frances), *Sex Role Stereotypes

Because the history of women may show slower change over time than histories of other groups, it is possible that women's imaginative literature will reveal patterns of plotting, characterization, imagery, and narrative stance that persist through periods as diverse as the Civil War and the Jazz Age. In the American South, such consistency of vision is still more likely than it may be in other areas, for an important and still pervasive element in the mind of the South has been its image of the lady. Beginning with Augusta Jane Evans' "Beulah" (1859), works by seven white Southern women are analyzed both formally and contextually. The other six writers are Grace King, "Monsieur Motte" (1899); Ellen Glasgow, "Virginia" (1913); Mary Johnston, "Hagar" (1913); Frances Newman, "The Hard-Boiled Virgin" (1926) and "Dead Lovers are Faithful Lovers" (1928); and Margaret Mitchell, "Gone With the Wind" (1936). Biographical interpretation focuses on the writers' experience as Southerner, woman, and writer; critical interpretation focuses on the novels' treatment of women, men, and society. All of the writers, consciously or inadvertently, writing good or stereotyped fiction, depicted central male and female characters who crossed cultural gender distinctions. All revealed discontent with the role of the Southern lady (prescribed in the novels by minor characters). The strategies invented to deal with that role, both as artists themselves and on the part of the protagonists, are examined, as are the consequences of accepting the mores of the region for its women. Certain writers envisioned small or large communities that transcended barriers of class, race, and sex. On the other hand, certain writers found the cause of their protagonists' destruction to lie in those very distinctions. Blacks, children, and animals recur from the earliest to the latest novel as metaphors with similar and specific associations. Insofar as these writers and their works speak for the Southern white woman of some means, they reveal their own mind of the South.

WE 003 637

Erbes, Lois Marie Shufeldt

A Study of Faculty Men's and Women's Perceptions of Woman's Societal Role.

Affil—New Mexico State Univ., University Park.
Pub Date—77
Note—123p.; Ph. D. Dissertation
Available from—UMI, Order Number 7810266
Data Base ID—DAIJUL78; 39-44-A
Descriptors—Changing Attitudes, College Faculty, *Discriminatory Attitudes (Social), *Role Perception, Sex Differences
Identifiers—Sex Bias, *Sex Role Attitudes

The researcher was concerned with the assessment of attitudes, specifically, attitudes about women and their role as perceived by faculty in four-year public institutions of higher learning in the United States. The respondents were 500 persons, 250 males and 250 females. The major component of the study was a questionnaire. Information related to the respondent, i.e., age, marital status, number and age of offspring, ethnic origin, academic rank, educational background, number of students in the employing institution, and sex, was requested. Information with regard to the respondent's degree of agreement or disagreement with statements about women and their role was also requested. These statements were classified by a panel of experts into one of six categories–law, home, community, work, higher education, and custom. Responses were scored on an antifeminist/feminist continuum, a five-point Likert-type scale. Analysis of variance was employed to identify differences among mean responses according to sex, category, or the interaction of sex and category (for example, a mean response for males in the home category). Findings indicated that males and females differed significantly in their attitudes toward women and their role in society. Evidence, however, did not support differences among the categories, but there were differences among means computed according to the interaction of sex and category, with the significant interaction being sex by home. Among the variables influencing the respondent's perception of women and their role, the sex of the respondent was the single most important variable, followed by age of the respondent (21-30, 31-40, and 41-50, in that order). Further studies should include a replication of the study to determine whether attitudes toward women are changing, and if so, in which direction (antifeminist versus feminist). Further studies should consider respondents' attitudes toward the women's liberation movement and its relation to the presumable progress being made by women in higher education. And finally, further studies should also consider attitudes about women held by faculty members in comparison to those held by college/university administrators as well as to those held by the general population.

WE 003 638

Holman, Adele M.

The Impact of Father Absence on Achievement Motivation in Women.

Affil—Adelphi Univ., Garden City, N.Y.
Pub Date—77
Note—148p.; D.S.W. Dissertation
Available from—UMI, Order Number 7810744
Data Base ID—DAIJUL78; 39-468-A
Descriptors—*Achievement, *Fatherless Family, Low Achievement Factors, *Motivation, *Parent Influence

The principal question raised by this research was "Do women whose fathers have been absent from the home during childhood tend to be less motivated to achieve than women who did not experience this phenomenon?" The investigation focused specifically on women who had been father-absent due to divorce, desertion, or separation for at least two years prior to age 12. Based upon psychological and sociological theories related to child development and to the development of achievement motivation, it was hypothesized that 1) If women had experienced father absence, they would score lower on measures of achievement motivation than women whose fathers were present throughout childhood. 2) If women had experienced father absence early (0-5 years), they would score lower than women who were father-absent later (5+). 3) If women had experienced father absence of long duration (6-10 years), they would score lower than women who experienced father absence of short duration (2-5 years). The research was carried out according to the ex post facto quasi-experimental design. The subjects consisted of white, middle-class women between the ages of 18-55 who were drawn from two subpopulations. One population (Group A) was outpatients in a community mental health center, and the other (Group B) was women who were members of groups associated with selected social institutions in the New York-New Jersey metropolitan area. An "experimental" group of 49 father-absent women was selected and a comparison group of 49 father-present women was matched to them. Criteria for matching included age group, similar socioeconomic status of the family of origin, and similar ordinal position in the family. The degree of achievement motivation was operationalized by the scores obtained by subjects on the composite achievement index. This reflected the tendency to achieve as measured by scores on a self-report, the Mehrabian Female Achieving Tendency Scale, and achievement related activities as indicated by level of education and level of occupation. Analysis of the data demonstrated that the hypotheses were not confirmed. Women who had been father-absent were not significantly affected with respect to achievement motivation as compared with father-present women. Neither did the age of onset of father absence nor the length of the absence have significant impact on the achievement motivation of the subjects. The findings suggest that father absence in childhood has no impact on achievement motivation in women. However, in view of the many variables that could not be subject to control, it may be that paternal influence via role-modeling and reinforcement should still be considered significant. Moreover, it seems likely that the influence of the father, in conjunction with a constellation of other factors, serves to influence the development of achievement motivation. Therefore, it is suggested that despite his physical absence from the home, the father may continue to exert a psychological influence on the development of this personality characteristic.

WE 003 639

Sullivan, Virginia Julia Marie

Self-Reports of Graduates of a Traditionally Female Program: Career Aspirations, Level of Position, and Employment Status of Michigan State University Office Administration Majors.

Affil—Michigan State Univ., East Lansing.
Pub Date—77
Note—152p.; Ph. D. Dissertation
Available from—UMI, Order Number 7810117
Data Base ID—DAIJUL78; 39-78-A
Descriptors—*Achievement Gains, Career Opportunities, *College Curriculum, Job Satisfaction, Managerial Occupations, *Occupational Aspiration, *Office Occupations Education, *Secretaries, Working Women
Identifiers—Michigan State University

The problem was to examine the office administration major specifically in terms of the level of position attained by women who received a degree with a secretarial specialization; the career aspirations of the graduates; the obstacles to obtaining a high-level secretarial, managerial, and/or executive position; and the advantages or disadvantages of a secretarial background in meeting the aspirations of the graduates. The population of the study was 220 female graduates who obtained a Bachelor of Arts in Business Administration from Michigan State University between 1955 and 1975 inclusive. The descriptive-survey method, utilizing a five-page questionnaire, was the means by which data were collected. A return of 80.4% was realized. Seventeen percent,of the graduates were single, 77.8% married, and 5.1% either widowed or divorced; no graduate over 50 years of age was represented; and over 65% of the graduates had children. Currently, 46.6% were full-time employed, 12.5% part-time employed, and 40.9% unemployed. High-level secretarial positions as executive secretaries and administrative assistants were obtained by 44.9% of the graduates. A total of 15.6% attained the managerial level of which 8.4% were office managers. Over 59% of the graduates appeared to have high aspirations. The majority of the graduates indicated that they liked their work, but expressed more satisfaction with the conditions surrounding the job, such as, job security and working conditions, than with the job itself and such factors as potential for advancement and challenge of the work. The graduates rated work performance and personal qualities as the factors contributing the most to advancement; unwillingness to assume responsibility was rated as the greatest determent to advancement. A total of 46.8% indicated that they needed further education and/or training if they wished to advance. Over 70% of the graduates felt that their secretarial skills contributed in some degree to advancement and that the secretarial core and the business administration core had been important factors in preparing them for employment. They recommended that the secretarial and the general education core be given the same emphasis, but that the business administration core be given greater emphasis. While over 92% recommended the major for women interested in advancing into high-level secretarial positions, only 39.5% recommended it for advancement into a managerial position. The following conclusions were based on the findings: 1) While the office administration major provides a distinct advantage for women in obtaining a high-level secretarial position, once graduates are established in the secretarial role, opportunities to advance into nonsecretarial positions are limited. 2) Relatively few of the office administration majors obtain middle-management positions. 3) A disparity exists between the stated aspirations of the graduates and their actual job attainment. 4) The majority of the office administration graduates who acquire aspirations to move into management positions do so after graduation rather than before entering university or before graduation. 5) The pervasive stereotypes associated with secretarial work appear to have a debilitating effect on the graduates demeaning the value of their degree in comparison with other degrees and causing dissatisfaction with the major. 6) The office administration major apparently does not provide the best entrance into the business world today for women who aspire to move beyond the secretarial level into management positions. 7) Over half the graduates remain employed for only one to five years after graduation, but many return to full-time employment after their family responsibilities lessen. 8) The majors who graduated after 1965 appear to give greater value to their business administration background than to their secretarial background and to express greater disillusionment with the stereotypes of the secretarial field.

WE 003 640

Stream, Edith DuBose

An Analysis of the Attitudes toward Faculty Collective Bargaining of Academic Women and Men.

Affil—Cornell Univ., Ithaca, N.Y.
Pub Date—78
Note—106p.; Ph. D. Dissertation
Available from—UMI, Order Number 7809524
Data Base ID—DAIJUL78; 39-157-A
Descriptors—Attitudes, *Collective Bargaining, Faculty, *Predictor Variables, Sex Differences, Teacher Militancy, Tenure, Working Women
Identifiers—Nepotism

The purpose of this study is to conduct a more rigorous comparison of the attitudes toward faculty collective bargaining (FCB) of academic women and men than has been reported in the literature. Previously reported analyses of male and female FCB attitudes apparently have not controlled for academic rank and discipline, variables which have been related to FCB attitudes and on which academic men and women differ markedly. The study also considers the relationship between attitudes toward FCB and attitudes toward two policies (tenure for part-time faculty and abolition of antinepotism rules) which have a particular impact on the employment of academic women. Two hypotheses are tested: Hypothesis I: Academic women are less likely than academic men to favor faculty collective bargaining when academic rank and discipline are held constant. Hypothesis II: Variables associated with the level of faculty collective bargaining support will not be equally useful in predicting the attitudes of male and female faculty. Specifically, extrinsic variables will be more important in predicting the attitudes of male faculty. The thesis consists of a secondary analysis of data from the 1972 American Council on Education (ACE) survey of teaching faculty. Data from 27,459 teaching faculty were analyzed, including responses from 3,401 academic women. Faculty from two-year and four-year colleges were not included in the analyses. Women faculty were found to have somewhat more positive attitudes toward FCB than did men faculty when comparisons were made without controlling for rank and discipline. However, when these variables were controlled, the differences between the FCB attitudes of men and women varied with discipline. In some fields there were no differences between male and female FCB attitudes; in others, women faculty held more positive attitudes toward FCB than men; and in still other disciplines, women held less positive FCB attitudes than did men. For both men and women university faculty, the best predictors of FCB attitudes were political liberalism, rank, and discipline. Annual salary explained a small amount of variance in male FCB attitudes but none of the variance in women's attitudes. There were small, positive correlations between support for FCB and support for each of two policies (tenure for part-time faculty and abolition of antinepotism policies). However, attitudes toward these two policies were more strongly related to the age, sex, and marital status of the faculty member than to his or her FCB attitudes. In addition to the findings related specifically to the FCB attitudes of university men and women faculty, this thesis illustrates the potential for misleading and/or inaccurate findings based on simple comparisons of the attitudes of male and female faculty. Because male and female faculty are not comparable with respect to academic rank and research discipline, comparisons of their attitudes which do not control for these variables may produce results which are more closely associated with differences in the status or discipline of the respondent than with his or her sex.

WE 003 641

Hoferek, Mary Judith

Sex-Role Prescriptions and Attitudes of Physical Educators.

Affil—Wisconsin Univ., Madison.
Pub Date—78
Note—206p.; Ph. D. Dissertation
Available from—UMI, Order Number 7806428
Data Base ID—DAIJUL78; 39-183-A
Descriptors—*Predictor Variables, Teachers
Identifiers—*Physical Education Teachers, *Sex Role Attitudes, Sex Role Stereotypes

The purpose of this study was to examine the relation of sex role prescriptions, based on the androgyny framework, and the attitudes of physical educators. In the androgyny framework proposed by Bem (1976), sex roles are seen as complementary, and both masculinity and femininity are seen as positive attributes. According to the framework, androgynous individuals are strong in the socioemotional areas traditionally associated with femininity and in the instrumental characteristics previously associated with masculinity. The sex role self-definition of physical educators as measured by the Bem Sex-Role Inventory (BSRI) and their attitudes toward the place of women in society as measured by the Attitude Toward Women Scale (AWS) were examined in relation to the attitudes the teachers have toward the participation of girls and women in single-sex or coed classes in activities representing varying degrees of acceptability for females; their expectations for the performance of girls and women in activities in a coed class; and the objectives teachers value for physical education. The teachers' current position in the profession and their expectations for their own careers were also examined. A mail survey was sent to a sample of AAHPER members with primary interests in elementary, secondary, or college or university physical education. One hundred and ninety-one women, 69% of the female sample, and 111 men, 63% of the male sample, returned questionnaires for an overall response rate of 67%. Both the t ratio and median split scoring methods were used to score the BSRI. The t ratio data are useful for comparative purposes, while the median split analysis accounts for differences in high and low scores in the androgyny category. Support was found for a relationship between sex role prescriptions and attitudes of physical educators. The predicted differences were not found between the groups formed by the sex role self-definitions of the teachers and the attitudes toward the participation of females in various activities and class situations and the expectations for the performance of girls and women. Support was found for a relationship between degree of liberal attitude toward the role of women in society (AWS) and favorable attitudes toward the participation of females in various activities, and high performance expectations for girls and women in the least traditional activities. Differences were found between physical educators categorized by their sex role self-definition and the value placed on instrumental objectives; the results from the men were particularly supportive of the androgyny framework in that instrumental objectives were valued the most by those categorized masculine. Mixed results occurred on the socioemotional objectives, and no differences were recorded between sex role groups on the aesthetic-creative objectives. Analysis of the career data indicated significant differences between female and male physical educators, with males higher on current institutional position, current and expected salary, and current and expected academic degrees. Since response to future career expectations was optional and responses were limited, definitive conclusions cannot be made. Support was found for the relationship between sex role prescriptions and attitudes of physical educators. The findings could have implications for many aspects of the profession. For example, curricular offerings, the structure of games, available opportunities for participation, and other structures reflect the values of those charged with administering the programs. As demonstrated in this study, the values held are related to the physical educators' sex role perceptions for themselves and for women in general.

WE 003 642

Yoder, Janice Miller

The Relative Importance of Four Narrative Factors in the Reading Interests of Male and Female Adolescents in Grades Ten through Twelve.

Affil—Iowa Univ., Iowa City.
Pub Date—77
Note—210p.; Ph. D. Dissertation
Available from—UMI, Order Number 7810400
Data Base ID—DAIJUL78; 39-217-A
Descriptors—High School Students, *Literary Styles, Narration, *Predictor Variables, *Reading Interests, Sex Differences

Four elements found in narratives were studied in order to determine their influence on the reading interests of male and female adolescents. The four narrative factors were sex of the protagonist, setting, narrative techniques, and portrayal of events. Each of the four independent variables consisted of two categories, such as the sex of the protagonist or the closed/open nature of the setting. The factor combinations were incorporated systematically into 32 synopses of imaginary adolescent novels. Each synopsis was rated by 485 students, and the average rating was used as the interest value for the plot. The four factor scores (0 or 1 for each factor) were viewed as independent variables or predictor variables. The results were studied by simple correlation analyses in an attempt to estimate the relationship between each bipolar characteristic and the average interest score of male and female readers. Multiple correlation analyses were used to determine what combination of factors can most effectively predict interest value and to determine which factors contribute differentially to male and female reading interest. Several patterns in reading interests for the two sexes emerge from analysis of the data. 1) The sex of the protagonist tends to influence the reading interest of adolescents. For both sexes, it appears to be the most potent factor in determining reading choices, but it is less influential for girls than for boys. 2) Setting is a significant factor in determining reading interest for males, but not for females. Boys overwhelmingly prefer stories with physical settings that are open, outdoors, or moving from place to place. The setting factor is not correlated as highly to interest as in the protagonist factor, but it remains a stable and significant influence in determining the reading interests of males. 3) There is a pronounced relationship between narration techniques and reading interest for males. Boys respond to stories with much action and description of external actions. Girls, on the other hand, choose stories with introspective narrative techniques as often as they choose selections with descriptions of external actions. 4) Whether the events are presented realistically or imaginatively makes no difference to males and younger females. Older females enjoy selections that fantasize future roles and relationships more than the younger girls do. 5) Girls' reading interests are less predictable than are boys' interests. The females show more variability in their reading choices, and they often rate stories as being more interesting than males do. The appeal of a book to males is fairly predictable, with three of the four factors significantly contributing to prediction–sex of the protagonist, setting, and narration. Reading *interests of females can be predicted most clearly by* the sex of the protagonist, and to a lesser degree by the portrayal of events. 6) It appears from the results of this research that the difference in interest of the plots to males and females is highly predictable from the four factors selected for study. All four factors contribute significantly in predicting differences in a novel's appeal to male and female adolescents.

WE 003 643

Brayfield, Clotean Helm

Social Literacy Education for Women Educators: Will It Facilitate Their Entry into Public School Administration?

Affil—Massachusetts Univ., Amherst.
Pub Date—78
Note—207p.; Ed. D. Dissertation
Available from—UMI, Order Number 7810689
Data Base ID—DAIJUL78; 39-35-A
Descriptors—Administrative Personnel, *Career Ladders, Educational Background, *Interpersonal Competence, Professional Occupations, *Sensitivity Training, *Women Teachers, Workshops
Identifiers—*Freire (Paulo), Occupational Stereotypes, *Social Literacy Education

The purpose of this study was to determine if social literacy education inspired by Paulo Freire, the Brazilian educator and philosopher, could assist a selected sample of women educators to enter the male-dominated field of public school administration. The study offers historical and cultural perspectives by presenting some of the past cultural attitudes toward women and their education; surveying the development of the education of women in America and the emergence of women as educational leaders and public school administrators; and reviewing the current situation faced by women seeking employment in public school administration. Sample subjects were drawn from a pool of 84 potentially interested Connecticut women, most of whom were identified by Title IX coordinators in the public schools. Fifteen of these women agreed to attend a series of 10 workshops, and 15 agreed to serve as control subjects. The instruments given to measure workshop outcomes were the Critical Consciousness Inventory (CCI), the only test of Freire's social consciousness; Loevinger's Sentence Completion Test (SC), a measure of feminine ego development; and the coding system for measuring post achievement motivation training (nAch). The first two instruments were given in a pre-posttest design. The third was carried out as a follow-up 7 to 10 months after the workshops were over. The hypotheses that the experimental group would show a significantly higher increase than the control group on their CCI and SC scores, and that they would be more professionally active over time (e.g., summer, school year, and future plans) as measured by the nAch coding system, were all confirmed by statistical analyses. The assumption that there was a correlation between scores earned on the CCI and the SC was not supported. The successful application of Freirean methodology in this study and in other social literacy projects suggests that it can be effectively applied in a wide variety of settings and situations. The approach proved very compatible for the professional/personal needs of the women participants. The techniques were nonprescriptive, flexible, and encouraged women to use one another as resources, to identify their own issues, to analyze their problems in a historical/cultural context, and to work collaboratively to bring about change. The favorable outcome of the workshops indicates that most professional women can benefit from this approach and that social literacy education can be a convenient and attractive medium for the establishment of professional women's support systems. The finding that there was no correlation between the CCI and SC scores, but that experimental subjects nevertheless increased their SC scores, raised a number of interesting questions which can not be answered with any certainty until much additional research is done on the comparability of developmental theories and on the impact of various consciousness-raising efforts on developmental levels. Further research is also suggested concerning the compatibility of administrative responsibility with the characteristics of individuals who register high developmental levels. The study concluded that women educators aspiring to administrative positions can bring about change in the social systems which govern their professional lives as they increase their level of social awareness, collaborate with one another, establish their priorities, appraise their resources and allocate their energies wisely. The study also recommends that change projects not be prescribed but rather emerge from collegial groups which have agreed upon the nature of their problems, the cause of their difficulties and the way to go about trying to change the situation. Such projects represent what Freire calls a fully human effort to attain cultural freedom.

WE 003 644

Hankin, Carole G.

The Female Elementary School Principal (Volumes I–IV).

Affil—Columbia Univ., New York, N.Y. Teachers College.
Pub Date—78
Note—1,261p.; Ed. D. Dissertation
Available from—UMI, Order Number 7810883
Data Base ID—DAIJUL78; 39-49-A
Descriptors—Administrative Personnel, *Administrator Characteristics, Career Ladders, Demography, Elementary Grades, *Principals

The major purpose of this study was to examine and analyze the career patterns and demographic data of the female elementary school principal. Data were obtained through a national sample of 2,210 female elementary school principals, representing one-third of the total in all 50 states of the nation. From the sample, 1,105 responses were received and, of these, 1,080 questionnaires were found to be usable. Some of the results were not surprising and repeated what was found in other studies in an extensive review of the literature. However, a number of the findings also lead one to the conclusion that female principals today are somewhat different from the individuals studied in previous years. For example, more of their mothers were employed. Their mothers' educational attainment was higher than that of their fathers. They received significant encouragement from their spouses to pursue an administrative career. They had relatively few interruptions as either a teacher or as an administrator and felt that having children did not slow down their progress in being promoted to the principalship. The vast majority had worked with a woman, two-thirds with a female principal, so they had a female role model actually functioning in the position close at hand. They had less experience than their counterparts in former studies, although, like them, most of it was at the elementary school level. They served for fewer years and were not necessarily the first woman to hold this job in their school, nor the first in their district. Since previous studies of the national scene were not as geographically extensive, more of these women came from rural and suburban backgrounds and were currently employed in these areas. The income position of their parents was predominantly in the second and third quarter of their communities. More of them held master's or higher degrees. Most completed their graduate study on a part-time basis and before they became principal, although they continued to educate themselves right up to the present. They were younger and began their first and present principalships at younger ages. There were fewer single female principals; more of them were currently or had been married and worked immediately after that marriage. Many of these women married early; they had more children than those in previous studies and had children at the time they first became principal, showing that, at least for these women, the home-career conflict has lessened somewhat. In *addition to these findings there are others stemming* from 11 specific crosstabulations of data selected to explore further three questions–the influence of the mother and the effect of interruptions as well as marital affairs on career, the degree status of older and younger principals, and the question of mobility. For each of these crosstabulations a chi-square test was utilized in order to determine whether there was an observed relationship statistically significant at the .05 level or better. Moreover, a number of findings emanated from analyses of six factors selected in order to try to distinguish among subgroups such as aspirants and nonaspirants, pioneers and nonpioneers, those employed in urban, suburban, and rural school districts, younger and older, married and single, and black, Hispanic, and white principals. A series of recommendations, involving practice and further research among school districts, colleges and universities, state departments of education, state and national associations, governments, and others, was made.

WE 003 645

Whitted, Christine

Supports in the Black Community: Black Unmarried Mothers Who Kept Their Babies and Achieved Their Educational and/or Professional Goals.

Affil—Columbia Univ., New York, N.Y. Teachers College.
Pub Date—78
Note—346p.; Ed. D. Dissertation
Available from—UMI, Order Number 7810906
Data Base ID—DAIJUL78; 39-499-A
Descriptors—*Achievement, *Black Achievement, *Black Mothers, Community Support, Family Influence, Financial Support, Illegitimate Births, *Unwed Mothers
Identifiers—*Reentry Students

An exploratory, descriptive study was done to determine how a group of black unmarried mothers who retained custody of their children coped with and managed to overcome obstacles to the achievement of their educational and/or professional goals. Particular emphasis was placed on the emotional and material supportive forces that were instrumental in helping the subjects to achieve their set goals. The 10 subjects selected for the study fulfilled the following criteria: 1) They had to be black. 2) They must have borne out-of-wedlock children. 3) They must have retained custody of their children. 4) They must have achieved their self-determined educational and/or professional goals. The subjects were all residents of the eastern seaboard region of the United States; eight were born and raised in the South and two in the North. Their ages at the time they became pregnant ranged from 13 to 22 years. To obtain comparable facts from each subject, the researcher interviewed the subjects in their homes, using a semistructured procedure guide for conducting the tape-recorded interviews. The interviews were kept informal to allow the subjects to relax and feel free to reveal intimate and personal information about their life experiences and their reactions to these experiences. The tape recordings were transcribed verbatim and furnished the basis for the case studies presented in this report. Analysis of the interview content revealed that the major problems the subjects experienced centered on unresolved emotional stresses that preceded their pregnancies, their emotional reactions to their pregnancies, and the negative opinions expressed by members of the black community concerning the subjects' out-of-wedlock pregnancies. All of the subjects coped with and overcame these problems by remaining socially, physically and/or emotionally active both during their pregancies and after the birth of their babies. All became more determined to return to school because, in addition to wanting to improve their socioeconomic status, they wanted to prove that their critics' negative assessments of them were incorrect. The findings clearly document that all of the subjects received substantial emotional support from one or more sources during and after their pregnancies. Immediate family members were found to be the main source of such support for the majority of the subjects; friends were a secondary source; a principal, teachers, and college personnel were a third source. All but one of the subjects worked for varying lengths of time during pregnancy, and all but one worked either part-time or full-time after their babies were born and while attending school either full-time or part-time. In addition, all but one received significant financial support, during or after their pregnancies–or both. This support came from immediate and other relatives, the Bureau of Child Welfare, a father's job, the paternal grandparents of two of the babies, and the Department of Public Welfare. Three of the babies' fathers contributed to the subjects' hospital expenses. Five subjects received education financial assistance-loans, work-aid scholarships, stipends from governmental and other agencies after they returned to work. The findings in this study cast doubt upon the validity of the commonly held belief that out-of-wedlock pregnancy is an accepted societal norm in the black community. The findings also clearly demonstrate that insufficient income, being born out-of-wedlock, giving birth out-of-wedlock, and retaining custody of out-of-wedlock children need not be insurmountable barriers to upward mobility. All of the subjects eventually graduated from college, obtained good positions, provided for their children's welfare, and achieved status for themselves and their children in the community at large.

WE 003 646

Dirksen, Carolyn Rowland

A Sociocultural Comparison of the Use of Directives by Adolescent Females.

Affil—Arizona Univ., Tucson.
Pub Date—77
Note—380p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811507
Data Base ID—DAIJUL78; 39-260-A
Descriptors—Adolescents, Comparative Analysis, Cultural Factors, *Language Usage, Social Class

The purpose of this study was to determine how the status of an individual in a selected group of adolescent females was indicated by the use and receipt of directives and whether the indication of status varied as a function of class or ethnicity. The population consisted of 15 females ages 10 to 12, homogeneously grouped by class and ethnicity; one group was middle-class white, one working-class white, and one working-class black. The use of directives was determined by comparing sociometric ranks and the coerciveness of directives issued and received, the number of directives issued and received, and the compliance of responses issued and received. Degrees of coercion and compliance were calculated according to an instrument developed for this study which quantified relative coerciveness along three dimensions–voluntariness-involuntariness, ambiguity-lack of ambiguity, and power-solidarity-supplication. Kendall's Coefficient of Concordance, chi-squares, and Spearman Rank Coefficient of Correlation were used for statistical comparisons. An analysis was conducted to determine whether similar coercion levels were derived from differential selection of component options on the basis of sociometric rank and whether there were class or ethnic-related differences in the selection of components. Components analyzed included grammatical form of the principal verb, recipient of the benefit, and type of action requested. A final investigation probed the strategies underlying directive formation as it related to sociometric rank. Middle-class white participants did not indicate status by demonstrating any significant relationship between status and either the number or the coerciveness of directives issued. However, they marked the status of the receiver by demonstrating a correlation between both the number and the coerciveness of directives issued to high status persons. High status was not a factor in determining the compliance of responses; instead, group members responded more favorably to noncoerciveness. In directive component selection, highest status resulted in coerciveness, group goal orientation, and indications of authority. Middle status resulted in low coercion, more concern from group goals than personal goals, and supplication. Lowest status resulted in coerciveness, ambivalent selections in terms of authority, and choices indicating isolation. The working-class white group did not indicate status by number of directives issued. Both high and low status resulted in coerciveness, and middle status resulted in least coerciveness. Low status did not result in greater compliance nor did high status result in less compliance. Furthermore, the status of the speaker was not significant in eliciting favorable responses. In component selection, high status resulted in highest coercion, group goal orientation, and selections indicating authority. Middle status resulted in lowest coercion, less group orientation, and greater propensity to ask permission. Lowest status resulted in coercive directives and choices from both ends of the power continuum. Working-class black participants demonstrated a relationship between status and the coerciveness of directives issued–highest and lowest status participants both issued coercive directives, and the middle-class person exhibited lowest coerciveness. The number of directives issued was directly correlated with status. Black participants did not indicate status by issuing fewer or less coercive directives to high status participants. However, they responded to the status of speaker by complying more favorably with directives issued by higher status participants. In the selection of components, high status resulted in coerciveness, group goal orientation, and authority. Middle status resulted in lowest coerciveness, less group goal involvement, frequent use of supplication, and few selections indicating power. Lowest status resulted in highest coercion, individual goal orientation, selections from both ends of the power continuum, and selections indicating isolation from the group.

WE 003 647

de Anda, Diane

A Model for Ethnographic Research in Counseling: A Study of the Interaction of Chicana Junior High School Students and Their Teachers.

Affil—California Univ., Los Angeles.
Pub Date—77
Note—324p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811329
Data Base ID—DAIJUL78; 39-126-A
Descriptors—Ethnic Groups, *Interaction, Junior High School Students, Problem Children, *Student Behavior, *Teacher Behavior
Identifiers—*Chicanas

This research effort is another in a series of studies aimed at the expansion of a research model in counseling that offers a methodology to ensure a replicable counseling process from selection of the target population to the development and evaluation of the intervention strategies, and guidelines for applying the principles of accountability to the field of counseling. The present study seeks to contribute to the growth of this research methodology by developing detailed research procedures in the following areas: 1) Conducting of preliminary field work. Steps in the collection of ethnographic data are demonstrated. 2) Development and validation of diagnostic measures. The report on the pilot phase of the study presents the methods used to develop diagnostic measures based upon analysis of ethnographic data and methods for assessing the measures' discriminative power along with concurrent and predictive validity. 3) Expansion of the concepts of single target population to that of population dyads. 4) Development of methods for obtaining more objective self-report data by training the target populations to use behavioral checklists. 5) Development of a method for the counselee to record and monitor her own behavior. 6) Demonstration of a method for analyzing checklist data with regard to significant differences between target and comparison populations in the frequency of specific behaviors. The target population consists of Chicanas ages 12-15 who attend a Los Angeles City junior high school in the western part of the city and their teachers. The individuals in the student population have been labelled "problem girls" by the school staff (administrators, counselors, and teachers) with respect to discipline, attendance, and usually, achievement. A two and a half year pilot study was undertaken to determine objective methods for selecting the target population, for specifying those particular characteristics (including behaviors, beliefs, and values) which differentiate the target from a comparison population, for generating hypotheses as to the specific student and teacher behaviors that constitute recurring problem events, and for demonstrating the external and internal validity of the diagnostic measure, the Student Diagnostic Questionnaire (SDQ). For the latter phase of the study, a random sample of 90 Chicana (female) students stratified according to grade level was selected by means of the Student Diagnostic Questionnaire (Appendix B). Student judgments were the criteria used to place teachers into the target and comparison categories. From the ethnographic data obtained in the pilot study, the Daily Activities Log (Appendix B), a behavioral checklist consisting of 21 categories of student behaviors and 20 categories of teacher behaviors utilized simultaneously by a student and a teacher dyad, was developed and pretested. A comparison group design was employed in the analyses of the data from the Daily Activities Log. Analyses of variance were utilized to determine the differences between the four levels of the independent variable (Tg, Cg, Tt, Ct) and their dyadic combinations with respect to the dependent variables (the student and teacher behaviors rated on the DAL). Target and comparison students were found to differ significantly on every item of the Revised SDQ, Section I and Section II (educational expectations). Target and comparison girls were found to have equivalent Chicana occupational role models (SDQ, Section III). Highly significant differences were found between the student samples on all of the archival variables (number of referrals and 20 week report card data). Analysis of the teachers' responses to the Teacher Opinion Questionnaire (TOP) indicated a strict position on items relating to control of student behavior, but a more flexible approach to issues relating to the teachers' own classroom behavior and responsibilities. The results of DAL analyses indicated significant differences in teacher behavior toward target and comparison students as reported by student (but not teacher) raters; student behavior towards target and comparison teachers as reported by both student and teacher raters; frequency of positive behaviors reported for comparison vs. target girls; and student-teacher agreement. Greater agreement was found between comparison teachers and students than between target teachers and students; and between comparison girls and target teachers (Tt Cg) than between target girls and target teachers (TtTg). Negative behaviors were found to be very low in frequency for both the target and comparison girl samples. All high frequency student behaviors were positive. Most teacher behaviors were extremely low in frequency.

WE 003 648

Phillips, Suzanne Blandine

The Runaway Girl: A Differentiating Profile of Personality, Family, School and Social Factors.

Affil—Rutgers, The State Univ., New Brunswick, N.J.
Pub Date—76
Note—204p.; Psy. D. Dissertation

Available from—UMI, Order Number 7800206
Data Base ID—DAIJUL78; 39-394-B
Descriptors—Adolescents, Educational Attitudes, Family Influence, Individual Characteristics, Personality Studies, *Predictor Variables, *Runaways, Social Influences

The purpose of this study was to identify a profile of the runaway repeater girl that would differentiate her from the nonrunaway. It was hypothesized that the runaway repeater girl would be characterized by depression-prone personality traits; self-reported symptoms of dysphoria; general personality traits and family, school, and social factors that differentiate her from the nonrunaway. The subjects of the study included 43 runaway repeater girls housed at Menlo Park Diagnostic Center, New Jersey, and 43 nonrunaway girls from two New Jersey High Schools. The groups were matched for age, racial composition, and socioeconomic background. The mean age for the runaway and nonrunaway groups were 15.1 and 14.7 respectively. The racial composition for each group was approximately 75% white, 10% black, and 5% Spanish-speaking. The majority of all subjects were from blue-collar working parents with some high school education. Each subject was administered the Rutgers Self-Descriptive Questionnaire, Part I and part II (Wittenborn, 1972) to assess depression-prone traits and dysphoric mood; the High School Personality Questionnaire (Cattell, 1969) to assess general personality traits, and an individual standard interview to assess family, school, and social factors. The Rutgers Self-Descriptive Questionnaire data were analyzed by an item-by-item analysis of variance. Part I yielded 28 discriminating items significant at less than the .10 level. These were clustered under eight depression-prone traits. A total mean score comparison of both groups on Part II yielded no difference at the .05 significance level. The High School Personality Questionnaire (Cattell, 1969) consisted of 14 factor scores which were compared by a factor-by-factor analysis of variance and yielded six discriminating factors significant at the .05 level. Chi-squares were derived to analyze the interview material. Forty-one out of 68 family, school and social variables were found significant at the .05 level. The findings indicate that the runaway repeater is characterized and differentiated from the nonrunaway by eight depression-prone personality traits-dysphoric outlook, anxiety, narcissistic dependency, overidealization of others, inability to handle aggression, narcissistic intolerance, and critical parenting; that there is no difference in the dysphoric mood between the runaways and controls as measured by their self-report of symptoms; that the runaway is characterized and differentiated from the nonrunaway and the population norms (Cattell, 1969) by six general personality traits-emotional coolness (A-), guarded self-involvement (S+), lower general ability (B-), self-indulgence (G-), toughminded self-reliance (I-), and lower-ego strength (C-), (Cattell, 1969) reflecting problematic personal and interpersonal adjustment; that the runaway is characterized and differentiated from the nonrunaway by 21 family factors reflecting a larger, less traditional, more restrictive, and more problematic family situation; that the runaway is characterized and differentiated from the nonrunaway by 11 school factors reflecting a pattern of retention, school transfers, low achievement, truancy, cutting, suspension, and limited peer involvement; and that the runaway is characterized and differentiated from the nonrunaway by nine social variables reflecting social involvement with older companions, steady older boyfriends, sexual involvement, regular drug use, and excessive drinking. It was generally concluded that the runaway repeater girl is different from the nonrunaway in a way that can be defined in terms of depression-prone personality traits, personality traits, family, school, and social factors.

WE 003 649

Long, Norma Rae

Creative Autonomy of the Literary Woman: Case of Lillian Hellman.

Affil—Maryland Univ., College Park.
Pub Date—77
Note—195p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812885
Data Base ID—DAIAUG78; 39-781-A
Descriptors—*Authors, *Creativity, Role Conflict, *Self Concept, Sex Role, Social Influences
Identifiers—*Hellman (Lillian)

The purpose of the study was to investigate the creativeness of one literary woman, Lillian Hellman, in order to gain knowledge regarding the problem of women and creativity. Extensive research reveals that women have the same potential as men for creativeness; yet their creative productivity lags far behind that of men. Creativity, therefore, is a problem for women that has not been sufficiently investigated or understood in our society. Creative writing was selected as the genre of creativity to be researched as a result of the fact that writing is one of the most commonly selected forms of creative expression for women. Further research suggests that autonomy, defined as freedom of will and independence of action, poses a problem for women because of their cultural roles as wives, mothers, and helpmates. Ostensibly, the integration of the sociocultural roles of wife and mother with the conditions conducive to creativity poses a serious problem for many women. To be able to experience long periods of solitude, as well as opportunity for concentration and stimulation, is not necessarily compatible with the traditional roles of the wife and/or mother. Hence, the assumption of this study is that creative autonomy, defined as freedom of will and independence of action which permits the emergence of original thought and expression, is a basic female problem. The basic research question was: How is creative autonomy manifested in the pattern of life and personality of the female writer? Lillian Hellman, subject of the present study, was analyzed through the framework of six value orientations-theoretical, aesthetic, religious, social, political, and economic. Following the value analysis, an understanding of her life pattern was established, and her creative autonomy was investigated. The research revealed that Lillian Hellman is creatively autonomous. Several factors are identified in understanding the nature of Hellman's creative autonomy. The intellectual curiosity that Hellman experienced throughout her life provided her with a strong desire to learn about the world. The knowledge that she gained caused her to value truth, justice, and human decency, all of which became integral to her writing. Her intellectual curiosity and openness to experience, therefore, served to engender her creative autonomy. Another factor related to Hellman's creative autonomy is her ability to integrate her creativeness into all aspects of her life pattern. She did not compartmentalize her writing or her social relationships, but rather, selected her friends and her mate based upon their values, which were similar to her own. Hence, Hellman was able to share her creative interests with those persons in her life for whom she cared, thus avoiding the necessity to set aside her creativeness in order to fulfill her social needs. Finally, Hellman experienced an autonomous, nonpossessive love with Dashiell Hammett. As a result of his interest in and support of her writing, she was able to arrange an unconventional life pattern that promoted freedom and independence and rejected the sociocultural roles of marriage and motherhood. For Lillian Hellman, this creatively autonomous style of life was emotionally fulfilling and artistically rewarding. In conclusion, other creative women may benefit from an assessment of their relationship to their art, their loved ones, and their culture. If the cultural role does not permit or encourage female creativity, then the cultural expectation of women should be expanded in order to permit a style of life that is both intellectually and emotionally fulfilling. Only then will both the men and women of our culture experience creative autonomy, thus enabling the society and the individual to benefit from the talents of its people.

WE 003 650

McElhiney, Annette Bennington

The Image of the Pioneer Woman in the American Novel.

Affil—Denver Univ., Colo.
Pub Date—78
Note—234p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812854
Data Base ID—DAIAUG78; 39-887-A
Descriptors—American Literature, *Characterization, Fiction, Literary Criticism, *Novels, Sex Stereotypes
Identifiers—*Pioneers

In contemporary literary criticism, there is increasing interest in the images of women in literature. Much has been written about these images in certain authors, but little research has been done specifically on the images of women in the genre of frontier fiction. In this fiction, the male pioneer is almost always cast as the star of the action-packed adventure. But how is the female pioneer portrayed? In this study, approximately 29 twentieth-century novels, all covering the historical period 1830-90 and all set somewhere between the Missouri River and the West Coast, are examined. Novels written by both men and women are considered, and comparisons are made between the two. Moreover, a comparison is made between the images of pioneer women that are found in nonfiction, historical accounts of pioneering, and diaries written by pioneer women, and the fictional images found in novels. A distinction is made between popular fiction, which emphasizes plot or action, and frontier fiction of distinction, which emphasizes characterization and those techniques that enhance it and which can be defined as art. Popular fiction is discussed in the first part of the study and frontier fiction of distinction in the second. In looking at popular frontier fiction, it soon becomes apparent that most novels are either romantic adventure stories or historical sagas about the taming of the West. In those novels set early in the nineteenth century, unmarried cowboys, mountainmen, miners, and trappers are often the heroes. The women in these novels are frequently Indian or Spanish women who are already on the frontier or single young white women who are traveling West with their families. The image of women in these novels is usually stereotypical. It may be that of the woman who restricts the man's frontier adventures and ties him to home and plough or the woman who, because of her interest in culture and morals, warrants placement on a pedestal. The popular novels which are set later in the century often have married men for heroes. In these novels, the women are usually portrayed as the preservers of culture, manners, morals, and religion. Popular novels written by Harvey Fergusson, Zane Grey, A. B. Guthrie, Jr., Sheba Hargreaves, Emerson Hough, Herbert Quick, Vingie E. Roe, Wilbur Steele, Owen Wister, Bess Streeter Aldrich, Johan Bojer, Bernard DeVoto, Loula Erdman, Vardis Fisher, John Ise, Vilhelm Moberg, Richard Rhodes, Laura Ingalls Wilder, and Frances Gilchrist Wood are discussed. Novels by Willa Cather, O. E. Rolvaag, and Wallace Stegner are also examined. Each of these novelists is an artist. Each concentrates less on plot and more on characterization. By using such techniques as structure, narrative point of view, and symbols, each enhances his portrait of a pioneer woman. Willa Cather's prairie novels, "O Pioneers" and "My Antonia;" O. E. Rolvaag's trilogy, "Giants in the Earth," "Peder Victorious," and "Their Father's God;" and Wallace Stegner's novel "Angle of Repose" are considered. The image of the pioneer woman in each of these novels is less stereotypical than those found in popular novels. The women are frequently the protagonists in the stories and de-

monstrate emotional changes in response to their lives in the West. Furthermore, the images of women in these novels have psychological realism as well as physical realism. If we take a comprehensive look at the images of women in pioneer fiction, then, only a few portraits of pioneer women, such as those of Alexandra Bergson, Antonia Shimerda, Beret Holm, and Susan Ward seem memorable. The majority of images echo those stereotypical images of women that are found throughout literature. Yet if we examine all the images created in a certain genre, it may become possible to comprehend what specifically distinguishes the memorable from the stereotypical.

WE 003 651

Taylor, Judith Nissman

The Struggle for Work and Love: Working Women in American Novels, 1890–1925.

Affil—California Univ., Berkeley.
Pub Date—77
Note—237p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812795
Data Base ID—DAIAUG78; 39-889-A
Descriptors—American Literature, *Characterization, Literary Criticism, Nineteenth Century Literature, *Novels, Sex Stereotypes, Twentieth Century Literature, *Working Women
Identifiers—Austin (Mary), Bullard (Arthur), Comrade Yetta, Job (The), Lewis (Sinclair), Woman of Genius

The working woman appears as a major character in the American novel concurrently with the growth of the female labor force at the turn of the century. Like her real-life counterpart, the working woman heroine is a transitional figure–a new woman seeking independence and adventure, yet still retaining the submissiveness and romantic viewpoint of the Victorian heroine. The plots which present the working woman's story are an amalgam of romance stories and success sagas, combining two plotlines, the search for happiness in love and for fulfillment through work. Most often these two plot lines express a conflict, reflecting the difficulty for a woman to reconcile these two needs at this time. Seldom in life did a working woman find a satisfying resolution to these conflicts. However, because traditionally plots ended with a marriage for their heroine, writers often resolved the dilemmas with neat and unreal resolutions. The most satisfying novels which deal with the woman worker do not have these neat resolutions. These authors, usually females, understand the depth of the working woman's conflicts and are willing to leave the resolution of their plots more open-ended. Chapter One presents the historical and sociological background of the female worker at the turn of the century and sets forth the major issues which are found in all novels. The dissertation then analyzes three novels for the conflicts embodied in their plots around the search for work and love. Each novel explores a different work situation–the secretarial ghetto, factory work, and the world of the theater. Sinclair Lewis' "The Job" (1917) traces the fortunes of middle-class Una Golden as she is transformed from an office drudge into a powerful American businesswoman. At first, Lewis seriously explores the problems of the working woman in a hierarchical and patriarchal business community, constructing a plot in which Una battles her way up to a satisfying job, but not love. Unable to resolve this conflict, Lewis provides a fairytale conclusion to the novel: Una is miraculously reunited with her long-lost love. Thus Lewis weakens a potentially realistic and complex study of the tensions of an ambitious working woman's life. Socialist novelist Arthur Bullard's "Comrade Yetta" (1913) studies a Jewish working-class factory worker who becomes a dedicated political activist. Although the Socialist Party's attitude toward women's economic role was progressive, its notions about women's sexual and emotional role remained traditional. Yetta Rayefsky turns herself into a brilliant and tireless labor organizer and journalist, yet Bullard presents her as "incomplete" because she is neither a wife nor a mother. To save Yetta from "unnatural womanhood, " Bullard gives her a perfect marriage to another activist at the end of the novel, which resolves all conflict between work and love. In Mary Austin's "A Woman of Genius" (1913), Olivia Lattimore wants to act and love with equal passion, but her lover forces her to choose between the two. She chooses the lonely, yet committed path of her art and ends up without the conventional woman's ballast of children and love, yet with great artistic success. Because Austin faces the conflicts squarely, she lets her plot unfold organically and of the three novels examined in this study, this is the most artistically as well as politically consistent.

WE 003 652

Stroud, Janice Goldman

Careers of Middle-Aged Women in Work and Family: Personal and Social Concomitants and Antecedents.

Affil—California Univ., Berkeley.
Pub Date—77
Note—139p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812788
Data Base ID—DAIAUG78; 39-1139-A
Descriptors—*Career Choice, College Graduates, Family Influence, High School Graduates, *Individual Characteristics, Middle Aged, *Predictor Variables, Role Conflict, Socioeconomic Status, Working Women

The central issue of this study is the relation between women's roles in work and women's personality differentiation over the life course from adolescence to early middle age. The study explores the personal and social concomitants and antecedents of different patterns of women's participation and involvement in work and family worlds. The data come from the files of the Berkeley Guidance Study. The analysis focuses on four career patterns defined by the scheduling and salience of employment in the life course–the careers and homemaking (housewives who have not been employed since their first child was born); unstable (housewives who were previously employed while rearing children or who were intermittently employed); double-track (family oriented working women); and work-commitment (working women with and without families who are highly involved with work). The social and psychological concomitants and antecedents of these careers are analyzed in a longitudinally-studied cohort of middle-class women who were born in 1928-29. Comprehensive assessments of psychological functioning of the same individuals at three different points in time–adolescence, early adulthood, and early middle age–are examined in relation to career pattern. These longitudinal data provide a basis for evaluating selective or reactive interpretations of the links between women's careers and personality. The results show that career is related to social, familial, and personal characteristics of middle-aged women who have attended or graduated from college. Among women who did not go to college, career is unrelated to these adult characteristics. Social background and adolescent personality predict the career patterns of both the college and noncollege women. Among the college women, homemakers are the most committed to, and successful in, familial roles. In early middle age, they have the happiest marriages and the largest families of any career group. Compared to other college women, the work-committed are less committed to traditional familial roles and perhaps less successful in them. Their extrafamilial achievements are significant, however; they are higher in educational and occupational attainment than members of other career groups. Most are divorced or have never married, and the ever-married have few children. In early middle age, rational thought is a distinctive psychological resource for this group. College educated women with double-track and unstable careers are committed to familial roles but are not as happy in their marriages as homemakers. In early middle age, double-track workers are characterized mainly by interpersonal assertiveness and relatively low morale. Adolescent personality seems to affect adult career mainly through its impact on the possibilities for and the outcome of marriage. As adolescents, homemakers were conventional and submissive young women with good social skills. As adolescents, the work-committed were anxious, relatively unattractive girls, dissatisfied with their bodies and viewed as less conventionally feminine than other college-bound adolescents. None of their adult intellectual or interpersonal strengths were apparent in adolescence. Although career pattern was unrelated to adult personality among women who did not go to college, high school educated homemakers were more successful in marriage than nonhomemakers. The first marriages of nonhomemakers tended to end in divorce. Social background and level of education influenced the impact that divorce had on the life course of women in this sample. The results provide support for a reactive interpretation of the links between women's careers and personality in midlife in the case of college educated women. Selective processes also influenced the careers of college and noncollege women. Personality antecedents seemed to influence career and its personality concomitants indirectly, through their impact on marriage.

WE 003 653

Christy, Lai Chu Tsui

Culture and Control Orientation: A Study of Internal–External Locus of Control in Chinese and American–Chinese Women.

Affil—California Univ., Berkeley.
Pub Date—77
Note—110p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812520
Data Base ID—DAIAUG78; 39-770-A
Descriptors—Chinese Americans, Cross Cultural Studies, *Cultural Factors, Ethnic Groups, Junior College Students, *Locus of Control, Sex Differences

The purpose of the present investigation was to study the control orientation of women with the same ethnic background but differentiated by social conditions within a social learning framework (Rotter, 1954, 1972; Bandura and Walters, 1963; Bandura, 1966). Responses to Rotter's (1966) Internal-External Locus of Control Scale were analyzed using the t-test for differences between the American-Chinese ($n = 102$) and Hong Kong Chinese ($n = 127$) community college female students. Pearson correlation coefficients were used to examine the relationship between the scale and personal data variables. Factor analysis of the scale was used to determine its dimensionality. On comparing the differences in control orientation of the two groups, results differ in directionality from the results obtained in the study by Hsieh (1969). Hsieh concludes that cultural orientation may be closely linked with a personal belief in internal versus external control. According to Hsieh, individuals raised in a culture, such as the United States, that values self-reliant individualism, pragmatic ingenuity, and personal output of energy are likely to be more internally-oriented than individuals from a culture that emphasizes a different set of values. However, the present study found that the Hong Kong Chinese demonstrated a higher degree of internality than the American-Chinese. This unexpected finding may indicate that the changing cultural norms as well as the social, political, and psychological variables directly influence the control orientation of the subjects considered. In order to test the widely-held assumption that personal adjustment and mental health are related to internality, Pearson correlation coefficients were used to determine the relationship between Rotter's scale and the attitudinal data of the two groups. Adjustment was measured indirectly via "life satisfaction" items. The data indicate that Rotter's scale correlates significantly in a negative (internal) direction with some of these "satisfaction with life" variables. The low magnitude of these correlations, however, provides at best only weak support for the assumption that personal adjustment and internality are related. Ten additional women's personal experience-related items, which function similarly to the Rotter scale, showed substantially higher correlations with the "life satisfaction" items than does the Rotter scale, probably because the personal-experience-related items are more appropriate to the cultural role of the minority women participants. Findings in the present study also support the view of other researchers that Rotter's scale is multidimensional rather than unidimensional. Women, the investigator concludes, have experienced systematic cultural constraints and apparently perceive control as operating differently in their lives than in the lives of males, depending on the situation in question. Consistent with the social learning theory that behavior is learned rather than innate, it is inappropriate for women to believe they have the same control in certain situtions as do males. Women's social learning history has taught them that in some situations, the expression of ability and effort is appropriate and can lead to control, while in other situations, this expression is inappropriate and hence control remains in the hands of external factors.

WE 003 654

Miller, Diane Levy

Structural Determinants of Women's Work Force Participation in U. S. Cities 1900 and 1970.

Affil—Temple Univ., Philadelphia, Pa.
Pub Date—78
Note—303p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812223
Data Base ID—DAIAUG78; 39-1117-A
Descriptors—*Employment Patterns, Labor Market, Predictor Variables, *Social History, Urban Areas, *Working Women
Identifiers—*Occupational Stereotypes

The division of labor by sex has been observed throughout human societies, but the specific content of men's work and women's work varies greatly. Looking within the United States, for example, cities exhibit variation in the proportions of the female population at work; the proportion of all workers that are female; and the sex composition of specific occupations. The author attempts to explain this variation using theories relating to the social-historical development of work opportunities in cities and the structure of the labor market. These theories are described in the work of urban sociologists (Duncan, 1960; Duncan and Lieberson, 1970); ecological and demographic labor force analysts (Bancroft, 1958, 1968; Durand, 1968); and dual labor market economists (D. Gordon, 1971; Piore, 1971). It is hypothesized that both the opportunities for work and the competing workers in the local labor market will have an effect on women's work force participation and distribution. Aggregate data were collected for the entire work forces and for selected jobs in U. S. cities in 1900 and 1970 from U. S. Census materials. Through analysis of the actual percentages of women and ethnic subgroups of men and unemployed men in the entire work force and individual occupations, the relative degree of occupational segregation and competition and coexistence of women and groups of men for work was noted. It was found that the characteristics of cities (that is, industrial-occupational structure and growth of the labor force) has the most consistent effect on the proportion of workers who are women. By classifying occupations into categories based on prestige, income, skill, etc., little evidence was found of a strictly dichotomous model of labor market structure by sex, although segregation of jobs by sex is widespread. However, women were more likely to share jobs with certain groups of men and not others. More tentative descriptions of segmented labor markets such as those by Form (1976) and Bonacich (1972, 1975, 1976) are coherent with our findings. Comparisons between the male/-female labor market structures of the cities in 1900 and 1970 were made. There is less variation in the participation and distribution of women in the work force in these cities in 1970 than in 1900. Due to the decline in manufacturing, the rising importance of the service and white collar sector of the economy, and increasing societal integration due to improved transportation and communication systems, cities appear more alike in 1970 than in 1900. These results have implication for the future of policy regarding women's work force participation. Characteristics of both cities and competing workers can effect women's work patterns, and hence policy suggestions are offered which may begin to equalize men's and women's access to job opportunities.

WE 003 655

Byrd, Elaine Kobylanski

The Influence of Self Concept Level and Success Vs. Failure Priming upon Immediate Achievement in Low Non-Verbal Ability Sixth Grade Boys and Girls.

Affil—Virginia Univ., Charlottesville.
Pub Date—77
Note—82p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812132
Data Base ID—DAIAUG78; 39-769-A
Descriptors—Elementary School Students, *Motivation, *Self Concept, Sex Differences, *Task Performance, Verbal Ability

The purpose of this study was to investigate the effects of success vs. failure priming, self-concept level, and sex of subject on figure analogy performance and on self-concept of low nonverbal ability sixth-grade students. Subjects were selected from a pool of students who had scores below the median on a figure matching test (low nonverbal ability) and scores on the Coopersmith Self-Esteem Inventory (SEI) in the upper one-third (high self-concept) or lower one-third (low self-concept) of the distribution. A 2 (priming condition) x 2 (self-concept level) x 2 (sex) analysis of variance applied to figure analogies scores yielded a significant priming by sex interaction, which was congruent with earlier findings. Boys earned higher scores after failure priming than after success priming, while girls worked better after success priming. An unanticipated self-concept main effect was found, with high self-concept subjects obtaining higher scores than low self-concept subjects. The same analysis of variance applied to the number of problems completed in five minutes yielded a significant main effect for sex; girls worked faster than boys. No correlation between rate and accuracy was found. A 2 (priming condition) x 2 (self-concept level) x 2 (sex) analysis of covariance applied to posttreatment SEI scores with pretreatment SEI scores as covariates yielded no main effects or interactions. The priming by sex interaction indicates that low nonverbal ability boys and girls react differently to success vs. failure priming. One implication for the classroom is that easy practice items given by the teacher prior to a test may provide success priming and thus improve the performance of lower ability girls while debilitating the performance of lower ability boys. The self-concept main effect may have resulted partly from uncontrolled situational variables; however, this effect can also be interpreted according to the self-esteem consistency hypothesis which states that an individual perceives, then acts, in a manner consistent with his self-esteem. It appeared likely that girls took the test more seriously and exerted more effort than boys.

WE 003 656

Zachary, Ingrid Gradman

The Effects of Male Threat from Female Competence (MTFC) and Client Sex-Role on Empathy Levels and Clinical Judgments of Male Counselor-Trainees.

Affil—Virginia Univ., Charlottesville.
Pub Date—77
Note—100p.; Ed. D. Dissertation
Available from—UMI, Order Number 7812106
Data Base ID—DAIAUG78; 39-686-A
Descriptors—*Counselor Attitudes, Interpersonal Relationship, Males, *Sex Role

This study investigated the effects of male threat from female competence (MTFC) and client sex role on the empathy level and clinical judgments of 43 male counselor trainees. Subjects responded to four videotaped clients who depicted four sex roles–stereotypical male and female and sex role deviant male and female. An empathy measure was taken, using the Carkhuff scale. Subjects were asked to make clinical judgments by ranking the clients on level of disturbance, level of social adjustment, likeability, and preferability as clients. Subjects were blocked as being threatened or positive on MTFC using Pleck's Male Threat from Female Competence Scale. One between- and one within-subjects analysis of variance determined that client sex role was a significant variable across subjects on all dependent measures. Significantly greater levels of empathy were exhibited toward the sex role deviant male than to the stereotypical male. Subjects perceived the sex role deviant female to be significantly less disturbed than the other three clients. The stereotypical female was perceived to be significantly more disturbed than the three other clients. The stereotypical female client was seen as being significantly less socially adjusted than the three other clients. The sex role deviant female was seen as being significantly more socially adjusted than the stereotypical male and female. The sex role deviant male was perceived as being significantly more likeable than the three other clients. Subjects preferred to work with the sex role deviant male significantly more often than with the stereotypical male or the sex role deviant female in the counselling relationship. They preferred to work with the stereotypical female significantly more often than with the stereotypical male. The variable of MTFC did not discriminate between positive and threatened males on any of the dependent measures at a statistically significant level. Areas of future research may include the refinement of the MTFC instrument and the investigation of possible correlates of MTFC such as androgyny, self-esteem, and locus of control. Furthermore, an investigation of early relationships with parents and early school experiences might serve to illuminate some of the more psychodynamic origins of MTFC.

WE 003 657

Gordon, Mary Ellen

The Effects of Being Imitated on the Observational Learning of Fourth Grade Boys and Girls.

Affil—Virginia Univ., Charlottesville.
Pub Date—77
Note—76p.; Ed. D. Dissertation
Available from—UMI, Order Number 7812095
Data Base ID—DAIAUG78; 39-809-A
Descriptors—Cognitive Style, Elementary School Students, *Imitation, *Observational Learning, Sex Differences

It has been repeatedly demonstrated that imitation is an efficient method for teaching a variety of social behaviors. It is appropriate, therefore, that research now focus on the identification of factors which might facilitate observational learning in an academic setting. The purpose of the present study was to extend research on the effects of being imitated to include imitation of academic tasks in teacher-student interactions. Specifically, the research examined the observational learning by fourth grade boys and girls of a direction-following task demonstrated by an adult model who had previously imitated or avoided imitating the students while completing a phonics worksheet. Two types of observational learning, instructed and spontaneous imitation, were measured. Subjects included 120 fourth graders. Twenty subjects of each sex were randomly assigned to one of three conditions–imitation, nonimitation, or modeling only. All subjects completed a 12-item phonics worksheet which required them to draw a picture of a word beginning with the same sound as a stimulus picture. An adult female, (E), completed an identifical worksheet and, depending on the experimental condition, either imitated the subject's response by drawing a similar picture, avoided imitation of subject's response by drawing a different picture, or preceded subject on each item of the worksheet. The testing phase of the experiment was identical for all. Subjects were asked to pay attention to a series of 10 instructions which were presented orally and demonstrated by E. Ten spontaneous imitation items were integrated into the demonstration but not mentioned verbally. Subjects were then directed, "Now, you do it." Dependent variables were the number of instructed and spontaneous items reproduced by the subject. Instructed and spontaneous imitation scores were also summed for each subject to provide data for analysis of total observational learning. Independent variables were the three conditions and the two sexes. Three two-way (2 x 3) analyses of variance revealed significant differences among the three conditions of imitation, nonimitation, and modeling only for instructed imitation [F (2,114)=3.32, p.04], spontaneous imitation [F (2,114)=11.62, p.001], and total observational learning [F (2,114)=13.21, p.001] scores. Significant (p.05) differences between imitation and modeling only conditions were disclosed by the Tukey post-hoc comparison test. The comparison of imitation and nonimitation conditions revealed significant (p.05) differences for spontaneous and total scores. No significant differences were obtained between nonimitation and modeling only conditions. Girls scored higher than boys on most measures of observational learning, but the differences were significant [F (1,114) 479, p.03] only for instructed imitation. There were no significant interaction effects. The higher scores for both types of observational learning under the imitation condition in this study suggest that imitation of a student's academic responses by an adult teacher-figure can lead to greater compliance to directions and increased spontaneous imitation. Several interpretations of why being imitated affects later observational learning are presented. They include both positive and negative reinforcement by the adult, increased attraction to the adult, and the social norm of reciprocity. The findings of significant sex differences for instructed but not for spontaneous imitation is interpreted as resulting from the greater compliance of girls and the possible interpretation of the instructed task as more feminine. Results of the present study indicate no interaction of sex and treatment condition for any of the three scores. Both sexes showed increased observational learning under the imitation condition for both instructed and spontaneous imitation. Although girls showed greater instructed imitation, boys and girls responded in a similar manner to the experience of being imitated.

WE 003 658

Araji, Sharon Kay

Married Women and the Labor Market.

Affil—Washington State Univ., Pullman.
Pub Date—78
Note—182p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811879
Data Base ID—DAIAUG78; 39-1132-A
Descriptors—Career Ladders, *Employment Patterns, Job Satisfaction, Longitudinal Studies, *Marital Status, *Role Conflict, Working Women
Identifiers—Married Women

Two path models depicting hypothesized variable relationships are evaluated in the present research. An occupational model is utilized to explore interrelationships among selected exogenous variables and the endogenous variables of extent of labor market activity (part-time, full-time), change in occupational status, and change in hourly earnings. A job satisfaction model is used to investigate interrelationships among selected exogenous variables and the endogenous variables of occupational mobility and subsequent job satisfaction. Structural theory and notions advanced by attitude-behavior theorists are employed to guide selection of relevant structural, attitudinal, and personal determinants included in the path models. Data were obtained from the National Longitudinal Survey (NLS) of women who were 30 to 44 years of age at the onset of the study (1967). Analysis is based on a subset of the sample that included husband-present white women who were employed in 1967, 1969, and 1971. While none of the hypotheses receive strong support, evidence points to the importance of early career socialization and achievement training on changes in women's occupational status and earnings. By implication, the wife position as opposed to the mother position appears to have a greater negative influence on women's occupational behavior and rewards. Exploratory analysis indicates that the intensity and nature of variable relationships vary according to whether women are married (married only once) or remarried and/or part-time or full-time workers. In general, findings point to a complex and intricate interrelationship among married women's home- and work-related roles.

WE 003 659

Zlotnik, Jan

The Virgin and the Dynamo: A Study of the Woman as Hero in the Novels of Edith Wharton, Ellen Glasgow and Willa Cather.

Affil—Syracuse Univ., N.Y.
Pub Date—77
Note—378p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811689
Data Base ID—DAIAUG78; 39-878-A
Descriptors—*American Literature, *Characterization, Literary Criticism
Identifiers—*Cather (Willa), *Glasgow (Ellen), *Wharton (Edith)

This dissertation uses Henry Adams' vision of the Virgin and the Dynamo to elucidate the heroic and tragic patterns in the lives of Edith Wharton's, Ellen Glasgow's and Willa Cather's women characters. Wharton, Glasgow, and Cather shared Adams' assumption that anarchic economic, technological, and natural energies, which he symbolized in the dynamo as blind force, were scattering the unities of American life and creating a modern American who had limited freedom of will. Adams and these three women writers also feared that this new industrial American world would spawn a mechanistic culture in which man's spiritual, emotional, and aesthetic yearnings would be neglected if not negated. In "Henry Adams: The Major Phase," Ernest Samuels suggests that for Adams, "in spite of general necessity there somehow remained a degree, however small, of particular and limited freedom in individual man" (p. 209). These women writers also did not allow their deterministic bias to destroy all their faith in man's will, spirit, and individuality. For confirmation of his faith, Adams turned to medieval French society's faith in the Virgin. According to Adams, in that culture, the Virgin integrated the economic, political, social, and scientific spheres of man's life and made meaningful man's existence. Adams also envisioned her as an emotional, spiritual, and imaginative presence that vitalized these selfsame energies in man. On the other hand, Wharton, Glasgow, and Cather created a woman as hero who, resembling a twentieth-century Virgin and living in a disjointed culture, spins out of herself, out of the realization of her special nature, character. The visible manifestation of character is a private world which is the secular equivalent of Adams' public-ordered, medieval world and to the Virgin's aesthetic creations, like Chartres. Wharton's, Glasgow's, and Cather's hero, however, must pay the price for her heroic solution. The battle with deterministic forces exacts its sacrifice. Adams, concentrating on the generativity of the Virgin, viewed her as a sexual force that insured the procreation, productivity, and prosperity of the race. Wharton, Glasgow, and Cather, mitigating their visions of the hero's heroic survival, denied her that generativity. They submerge their heroes in love, and then they have passion take its toll to suggest allegorically that exposure to deterministic forces could subvert the hero's development of character. Furthermore, the male protagonist in their novels depicting the woman as hero is portrayed as being more vulnerable to these forces. This assumption further links the three writers with Adams. He describes the modern American male as a "chump," tied to machinery (to the dynamo), who has been stripped of will and identity due to his interaction with the economic, political, and social realities of American life. The female protagonist's protean nature, then, is directed solely into the creation of character. Her tragic compromise, which seems to imply that she leads an emotionally sterile life, seems to deny the value of her heroic endeavor. But by creating character and by establishing a private world, the hero garners an alternative satisfaction to that provided by the woman's generative role. Wharton, Glasgow, and Cather do not minimize the tragic compromise; rather, their heroes are maimed, but in their wounds lie the possibilities of renewed heroic survival.

WE 003 660

Hammon, Judith Marie

Women in Medical School: The Negotiation and Management of Status and Identity by Women in a Male Dominated Institution.

Affil—Syracuse Univ., N.Y.
Pub Date—77
Note—347p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811653
Data Base ID—DAIAUG78; 39-1115-A
Descriptors—*Medical Students, *Motivation, Professional Education, *Self Concept, Sex Differences, *Status

The study is about women who are in their first year of medical school, and how they insist on being accepted as full-fledged serious medical students. They must negotiate their continued presence and acceptance in a profession for which the processes for acceptance and advancement are sex-linked. Women who enter a profession that has been organized by and for men must have the appropriate prerequisite credentials and explanations for why they want to be members of the profession, as well as appropriate explanations for why as women they should be admitted. Students from a class beginning in 1974-75 participated in extensive indepth interviews in which they talked about their experiences as medical students who are part of a recent and dramatic change in the professional school. Thirty percent (36) of this class were female, slightly above the national figure. Twenty-six of the women and a random sample of the men (18) took part in 100 hours of interview time. This dissertation is the beginning of the closing of the gap in the lack of knowledge about women's participation in the medical profession. Women and the salience of their sex are virtually excluded from theoretical formulations and research. Talcott Parsons, Eliot Friedson, Howard Becker, and Blance Geer are examples of such works. Women, who were once excluded because of their sex, now are more than token in numbers in the classroom setting in medical schools across the county. What the issues and concerns of such women and their male classmates are and the perspective they develop to deal with them are presented. Both men and women experience the rite of passage into the medical world as have students in other medical schools and similarly-structured institutions. They leave behind pasts and enter a new, unexpected, often shocking present. And it is not only women who find it difficult to fulfill their adult sexual identities, but men also. A major difference in their experience is focused on. Women still face the structural barriers, based on their sex, which have precluded their full participation in medicine and other male dominated professions. Their increased numbers assist their negotiation of equal status as serious medical students (not girls-in-medical-school) as they interact with their male classmates on a day-to-day basis. They become colleagues in the basic science classroom situation. But the question is raised whether they will be able to be accepted as they and the men enter situations in which they have more contact with senior members of the profession in clinical settings and in practice. The question remains whether then they will be still serious medical students like everyone else or physicians; or will they, as other medical women, be treated as potential dropouts or women who will not practice full-time, and be relegated to marginal participation in the profession. It is concluded that the structure, the organization, of the profession must be changed in order for women to fulfill both their rights to be physicians and their rights to be wives and mothers.

WE 003 661

Friedman, Sharon P.

Feminist Concerns in the Works of Four Twentieth Century American Women Dramatists: Susan Glaspell, Rachel Crothers, Lillian Hellman, and Lorraine Hansberry.

Affil—New York Univ., N.Y.
Pub Date—77
Note—451p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808467
Data Base ID—DAIAUG78; 39-858-A
Descriptors—American Literature, Characterization, *Drama, *Feminism, Literary Criticism, Twentieth Century Literature
Identifiers—Black Women, *Crothers (Rachel), *Glaspell (Susan), *Hansberry (Lorraine), *Hellman (Lillian)

Although this study makes use of traditional textual analysis, it is distinct in also applying feminist theory. Chapter One presents an extensive delineation of the feminist perspective which is employed throughout the study in locating social and psychological phenomena relating to woman's condition that may be portrayed in a literary work. Subsequent chapters analyze four plays by each dramatist. What has emerged from this analysis is that the actual position of women in society during the time in which the dramatist is writing, and the prevailing consciousness concerning the condition of women, affects not only the extent to which the dramatist portrays feminist concerns, but also, to a certain degree, the nature of those concerns. Susan Glaspell and Rachel Crothers wrote for the stage during a period of intense feminist activity (early twentieth century), and in several of their plays, issues of feminist concern constitute the central conflict–for example, a woman's struggle toward self-actualization, debates about the double moral standard, the effects of woman's increased economic independence upon marriage and the traditional patriarchal family. Indeed, almost all of their plays take a woman as protagonist, a fact which in itself suggests a concern with the exploration of women's lives, their situations and conflicts. In contrast to Glaspell and Crothers, Lillian Hellman and Lorraine Hansberry wrote plays later in the century, during an era which witnessed a cultural backlash to the radical changes in the social order between men and women that had been proposed in the preceding years. Though Hellman and Hansberry were not swallowed up by this tide of antifeminism, its impact on their works is reflected to the degree that feminist concerns are not explicitly central in any of their plays. Rather, these concerns are embedded in other issues and may be discerned in the dramatist's characterizations of women. For example, Hellman demonstrates the ways in which the social and economic powerlessness of women may give rise to the most demonic behavior. And yet, Hellman's women characters are varied, and far from being stereotypical, they are firmly rooted in their circumstances as women. As with Hellman, Hansberry's feminist concerns are woven into other issues, particularly in the ways in which she has drawn women characters who respond to these issues (e.g., racism and colonialism). Writing just prior to the feminist resurgence of the 1960s, Hansberry anticipates, in her characterization of strong and admirable black women, the black feminists of the 1960s and 1970s who have countered the recent attacks upon black women as castrating and conservative. Hansberry's women are not simply nurturing and supportive, they are revolutionary. This study, then, contends that in considering the works of women writers, the feminist perspective is a useful approach for illuminating concerns which women writers may be likely to incorporate in a text, and which may be overlooked in analyzing their works according to other interpretive models.

WE 003 662

Shaw, Marcia

Communicative Behavior of Female and Male Interviewers and Applicants: An Empirical Study of Observed Variations and Respondents' Assessments.

Affil—Pennsylvania State Univ., University Park.
Pub Date—77
Note—152p.; Ph. D. Dissertation
Available from—UMI, Order Number 7808422
Data Base ID—DAIAUG78; 39-540A
Descriptors—*Language Patterns, Sex Differences, Speech Habits
Identifiers—*Oral Communication

The purpose of this investigation was to establish empirically the extent to which female and male interviewers and applicants make different linguistic and interaction pattern choices. In addition, the study characterizes the differential reactions to female and male talk provided by others. Alleged differences in female-male talk are reviewed. There seems ample evidence that female and male voices can be identified and are characterized by listeners. There is little systematic study of female-male differences in interaction topic or content. Reported differences in linguistic features are not consistent. Interaction pattern differences have been related to interaction control. There is relatively little research on responses to dialogue which has actually been generated by females and males in dyads. Transcripts of videotapes of 20 pairs of students enacting the roles of "interviewer" and "applicant" were transcribed and prepared for analysis via computer programs. Frequencies were computed for 12 linguistic and interaction pattern indexes on each interview. Factor analysis produced an "interviewer control" factor. Analysis of variance revealed differences between interviewers and applicants on four individual indexes and the "interviewer control" factor. No significant differences were found between women and men on any index except in interaction with other variables. Eighty-eight subjects responded to transcripts of the interviews by rating interviewers and applicants on 15 bipolar adjective scales and indicating their perception of the speaker's sex. Factor analysis indicated an evaluation factor and an activity factor. Analysis of variance was performed on each factor and all of the individual scales. Analysis of variance of the evaluation factor produced no significant differences among controlled variables. However, on all of the scales associated with this factor, speakers in same-sex dyads were rated more favorably. Three of the five scales produced more favorable ratings for male interviewers than for female interviewers. Analysis of variance of the activity factor and the scales associated with it revealed significant differences between all of the controlled variables for either inteviewers or applicants. Women respondents contribute more to discriminating ratings than do men, and there are complex interactions involving all of the controlled variables. In general, speakers in same-sex dyads and male speakers receive more favorable ratings. Even though this analysis of interview talk did not produce evidence of linguistic indexes which are useful in discriminating between women and men, impressions of interviewers and applicants provided by respondents were often contingent on the sex of the respondent, the dyad composition, and the sex of the speaker. Although the basis of the discrimination is unclear, both female and male respondents discriminate between interviewers and applicants in same and mixed-sex dyads when the gender of the speaker is unidentified. Future research could profitably explore other possible linguistic or interaction cues to speaker gender. It would also be useful to examine the impact of differences between interlocutors other than gender.

WE 003 663

Greenfeld, Susan Theresa

Attitudes toward Work and Success of Women Employed in Male Versus Female-Dominated Jobs.

Affil—University of Southern California, Los Angeles.
Pub Date—78
Note—D. B. A. Dissertation
Data Base ID—DAIAUG78; 39-973-A
Descriptors—*Individual Characteristics, *Work Attitudes, *Working Women
Identifiers—*Occupational Stereotypes

Much speculation exists in the popular literature about the nature of women who work in positions primarily held by men. This study examines the overall hypothesis that women in male-dominated jobs are significantly different from women working in female-dominated jobs in terms of family backgrounds, feelings about being "successful," and attitudes toward current jobs. Horner's fear-of-successs construct was used to determine if women in female-dominated jobs feel greater apprehension toward the promotion of a hypothetical women into a managerial position than do women in male-dominated jobs. Three hundred twenty-four women working full-time in Southern California companies took a Profile Questionnaire which elicited personal background data, attitudes toward work and success, and information regarding job title, promotions and salary. Participants included 155 employed in male-dominated jobs (less than 3% women in job category), 62 in relatively balanced jobs (30-70% women in job category), and 107 in female-dominated (more than 70% women in job category). A subsample of 102 women took a modified Thematic Apperception Test designed to arouse imagery of success in management. Twenty-one hypotheses were tested by contingency table analyses. Partial correlation and multiple regression analyses were also used to identify variables explaining the most variance among the groups. In addition, a profile of women achieving high ascendancy in male-dominated jobs was developed. Ascendancy was measured in four ways–level of salary attainment; length of time between promotions; judgments by five panelists; and a composite of these three measures. The hypothesis was confirmed only around certain specific dimensions. For personal background factors, women in male-dominated jobs are more likely to be better educated and childless than are women in female-dominated jobs, based on conservative statistical analyses. Less conservative analyses indicated that women in male-dominated jobs tend to have fathers with higher educational attainment, fewer brothers, and a greater likelihood of being a firstborn child. However, these background factors, except for college degree, become insignificant in subsequent multiple regression equations when current success values and job attitudes are also included. Women in male-dominated jobs rate socioexpressive definitions of success (e.g., "being well-liked") similarly to women in the other groups, but are more likely to rate job-related success variables significantly higher–namely, "achieving a very high salary," and "obtaining recognition from others on the job," "becoming an authority," and "obtaining a job title indicating responsibility." Contrary to popular expectations, women in female-dominated jobs (clerical and paraprofessional jobs) rate their current jobs as more important to them than do women in male-dominated and relatively balanced jobs. This finding discounts suggestions that female-dominated jobs (usually managerial, professional, or technical) are more likely to feel they have experienced problems related to sex discrimination and pressure from others on the job. Surprisingly, no differences among the groups appeared in terms of the "fear-of-success" construct. The profile of women with high ascendancy in male-dominated jobs closely matched the overall pattern of women in male-dominated jobs. For counselors, this study highlights college degree as the entrance key for male-dominated positions, but it also suggests that women still find satisfaction in female-dominated jobs. High school girls interested in "male" jobs should be strongly advised to pursue a college degree appropriate for that area. One issue not addressed is the exact nature of the type of college credential needed or desirable to break into male-dominated positions. For future research, there needs to be a thorough explanation of motivational factors which may explain why some women go to college in the first place. Such factors might include time when an initial career commitment is made, type of career choice, and whether or not women in male-dominated jobs receive added psychological reinforcement for their career decisions once their careers are launched.

WE 003 664

Andruskiw, Olga

Women and Men Higher Education Administrators: Sex Role Attitudes and Evaluations.

Affil—State Univ. of New York., Albany.
Pub Date—78
Note—292p.; Ed. D. Dissertation
Available from—UMI, Order Number 7814330
Data Base ID—DAIAUG78; 39-553-A
Descriptors—*Administrative Personnel, *Administrator Evaluation, Educational Administration, Higher Education, Sex Differences, Sex Discrimination, *Sex Stereotypes
Identifiers—*Sex Role Attitudes

The purpose of this study was to identify and compare the attitudes of women and men administrators toward sex characteristics and sex role images and to examine the relationship between the administrators' attitudes and their evaluation of women and men as administrators in higher education. Sex characteristics referred to those qualities typically associated with men and women and sex role images reflected characteristics and expected behaviors in society and the professions. The research questions consisted of an identification of the attitudes of women and men administrators toward sex characteristics and sex role images, the similarities and differences between male and female administrators' attitudes, the nature of evaluations of women and men as administrators by women and men administrators, the similarities and differences of evaluations by women and men, and the nature of the relationship between the attitudes of women and men administrators toward sex characteristics and sex role images and their evaluations. The participants were male and female administrators in top level positions representing presidents, vice-presidents, provosts, academic deans, deans of schools, deans of faculty, and deans of students. They had positions in public and private coeducational universities and colleges and private women's colleges in Northeastern United States. Ninety-eight women and 86 men responded to two questionnaires–A Survey of Attitudes Toward Sex Role Differentiation (A/SRD) and Evaluation of Administrators in Higher Education (EAHE–Form I and II). The items of A/SRD reflected the attitudes of the administrators toward sex characteristics and sex role images. EAHE–Form I and II included 10 vignettes which described incidents involving administrators. Although both forms consisted of vignettes with male and female names for the administrators, the female names in incidents on Form I were changed to male names on Form II and the male names in incidents on Form I were changed to female names on Form II. Each administrator responded to A/SRD and half of the women and men responded to EAHE–Form I and half responded to EAHE–Form II. Percentages, the chi-square test, and the Spearman rank-order correlation were used in the analysis of the data. The findings showed that men and women administrators were liberal or nontraditional in their attitudes toward sex characteristics and sex role images. They were similar in their evaluations in 70% of the items on EAHE–Form I and in 83% of the items on EAHE–Form II. There was a relationship between attitudes toward sex characteristics and sex role images and evaluations by men and women administrators. The items of A/SRD correlated significantly (p .05) with the items of EAHE–Form I and II. The conclusions are as follows: 1) Men and women administrators in higher education are liberal or nonstereotypic in their attitudes toward sex characteristics and sex role images. 2) Men and women are similar in their attitudes toward sex characteristics and sex role images. 3) For the few items where they are conservative, men are a little more conservative or traditional than women. 4) Sex of administrators is not a significant factor in the evaluation of men and women as administrators by men and women administrators. 5) There is no evidence of sex discrimination in the evaluations. 6) Men and women administrators are similar in their evaluations. 7) There is a positive relationship between the attitudes of men and women administrators toward sex characteristics and sex role images and their evaluations of men and women as administrators in higher education.

WE 003 665

Pomerantz, Sheryl Carroll

Adolescent Identity, Self-Esteem, and Physical Self Satisfaction as a Function of Age and Sex: Do They Predict Satisfaction with One's Social Milieu?

Affil—Temple Univ., Philadelphia, Pa.
Pub Date—78
Note—140p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812191
Data Base ID—DAIAUG78; 39-961-B
Descriptors—Adolescents, Age Differences, *Predictor Variables, *Self Concept, *Self Esteem, Sex Differences

Adolescence is a complex period of development characterized by biological, social, psychological, and cognitive changes. The present research was designed to examine various aspects of this complex period. Three areas in particular, i.e., physical self, psychological self, and identity resolution appear to represent the major psychosocial changes attributed to the adolescent. Researchers recognize these areas as important, yet they seldom combine them to yield a more complex, integrated view of the adolescent. The purpose of this research was to determine the extent to which identity, self-esteem, and physical self-satisfaction, in combination, predict satisfaction in the adolescent's social milieu. It was assumed that, if these areas are essential aspects of adolescence, they would contribute to the prediction of satisfaction for the adolescent. An additional purpose of this study was to explore these constructs with groups of males and females at each of three grade levels, i.e., 8th, 10th, and 12th grades, to determine the relative importance of these constructs as predictors of satisfaction as a function of age and sex. Theories attribute these concerns to the typical adolescent, yet research suggests that these three concerns are differentially relevant for different age groups of adolescents. For example, physical self is assumed to be more important for younger adolescents, while identity is assumed to be more important for older adolescents. In addition, age/sex group differences on the three predictor variables were examined. Approximately 600 subjects (approximately 100 males and 100 females in 8th, 10th, and 12th grades, respectively) were included in this study. In a group setting, the subjects completed a battery of four instruments, one each for each of the three predictor variables, and one for the criterion variable, satisfaction with one's social milieu. Six multiple regressions, one each for each of the age/-sex groups, were calculated to determine the relative importance of the three adolescent concerns as predictors of adolescent satisfaction. Differences between groups in the amount the variables contributed to satisfaction were analyzed. Age/sex differences in the three concern areas were examined using multivariate analysis of variance (MANOVA). Results from the multiple regression analyses indicated: 1) The three predictor variables explained 30-47% of the variance of satisfaction. 2) There were no differences in the prediction patterns as a function of grade. 3) Patterns of prediction differed for males and females. Self-esteem was the most important predictor for males, followed by identity and physical self. The latter two variables contributed little to the prediction. Identity was the most important predictor for females, followed by physical self-satisfaction and self-esteem. Results from the MANOVA indicated that there were significant differences in group scores on the three predictor variables for the main effect of grade, for the main effect of sex, and for the interaction of grade and sex. Results of pairwise comparisons showed that 8th- and 10th-grade females scored significantly lower than all males on self-esteem and significantly lower than 8th- and 12th-grade males on physical self-satisfaction. Tenth-grade females scored significantly lower than 12th-grade females on self-esteem. There were no significant differences on identity. Results were discussed in regard to recent research. Some explanations for prediction pattern differences and for score differences were presented. Implication and suggestions for future research were included.

WE 003 666

Swain, Johnnie Dee, Jr.

Regional Comparison of Black and White Women's Economic Activities in Segmented Labor Markets: Implication for Social Policy.

Affil—Syracuse Univ., N.Y.
Pub Date—77
Note—161p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813347
Data Base ID—DAIAUG78; 39-1143-A
Descriptors—Differences, *Employment Patterns, Family Influence, *Racial Differences, *Regional Characteristics, Socioeconomic Influences, Urban Population, Working Women
Identifiers—Black Women, Married Women

The differences between black and white urban married females in their labor force participation has important social planning and policy implications for urban economics and urban and regional labor markets. Yet few studies have examined the differences between the groups in segmented labor markets. This study attempts to describe and explain black and white labor force participation patterns in American labor markets. First, percentage distributions by regions are analyzed and described. Second, crude activity rates and labor force participation rates are analyzed spatially, socially, and economically by regions to show patterns and differences. Third, the determinants of urban married females' labor force participation are probed. Spatial, family life cycle, and socioeconomic models are developed to explain labor force participation. A combined model composed of the variables found significant in the previous models is developed and analyzed for specific policy implications. Various quantitative techniques are employed. The crude activity rates and labor force participation rates are used to describe black and white urban married females' labor force participation in each of four regions–Northeast, South, Northcentral and West. Multiple regression is employed to assess the influence of spatial, family life cycle and socioeconomic factors on labor force participation. The primary data source is the unpublished 1970 Public Use Sample, 5% questionnaire, One-In-A-Thousand random sample, all from the U. S. Bureau of the Census. Exploration of employment patterns shows that black and white females had substantial dissimilar labor force participation. Furthermore, a direct comparison of black and white female employment by their spatial, family life cycle, and socioeconomic characteristics by region shows intra- and interregional differences. Regression analysis of determinants indicates that spatial, family life cycle, and socioeconomic variables have differential effects on urban married female labor force participation. As a set, socioeconomic variables had greater influences on labor force participation than the spatial and family life cycle models. The combined model had less explanatory power than two of the socioeconomic models. Finally, the implications of the pattern of participation and determinants of urban married females' labor force participation are presented and discussed.

WE 003 667

Smith, Glendo Diane

Black Women in Continuing Education: The Effects of Socio–Economic Status and Various Psycho–Social Variables at Specific Functions within the Innovation–Decision Process.

Affil—Temple Univ., Philadelphia, Pa.
Pub Date—77
Note—193p.; Ed. D. Dissertation
Available from—UMI, Order Number 7812298
Data Base ID—DAIAUG78; 39-740-A
Descriptors—*Decision Making, *Higher Education, Information Sources, Motivation, Socioeconomic Status, Student Characteristics
Identifiers—*Black Women, *Reentry Students

The student population in higher education is gaining a larger percentage of students who are part-time matriculants. Many of these students in continuing education are black females. Black women may have different career interests, goal aspirations, and influences upon entering higher education. An analysis of characteristics of this group is needed to determine if special programming, counseling, recruiting, and other procedures are necessary for black female students. Continuing education was the innovation in this study. The study population was mature black women of varying socioeconomic groups. The objectives were application of the innovation-decision process model developed by Rogers with Shoemaker (1971) and investigation of the relationships between socioeconomic status, change factors, communication sources, and innovation among black female students. In the academic year 1975-76, a random sample of 47 respondents was drawn from students enrolled in the Division of Continuing Education at Cheyney State College. A questionnaire using combined self-administered and interview techniques was employed. Rogers and Shoemaker's model explains the innovation-decision process as having three major divisions–antecedents (preconditions for decisions), process (attributes including knowledge, permission, decision and confirmation), and consequences (results of the decision). Economic factors were not found to be statistically significant as antecedents conditioning knowledge of the innovation; however, statistical signficance was found among economic groups relative to preferred source of knowledge. The middle income group preferred to get information from employers while both low and high income groups preferred friends and counselors as informants. Also, no statistically significant differences were found among the income groups relative to their perceptions of the characteristics of the innovation. Most respondents went through two to six steps over a time span of one to two years in reaching a decision. Use of impersonal sources (mass media) tended to correlate inversely with the numbers of steps and subsequent time span in the decision-making process. All income groups expressed similar reasons for making their decision to experience the innovation. Mobility considerations (career and social) seemed to be strong motivational factors for all respondents. The pursuit of higher education as a valued goal was also expressed strongly by this sample. Having made the decision to accept the innovation, 85% of the respondents felt they would continue to pursue continuing education. Apparently, socioeconomic status had little relevance to differentiation in communication behavior at specific stages of the innovation-decision process. It can be concluded that the sample preferred expert or professional information sources such as employers and counselors upon final decision-making. Thus, it appears that employers, counselors, and recruiters may serve a very valuable role as change agents in the innovation-decision process. Diffusion of information concerning continuing education to black communities is an important thrust for institutions of higher learning. Particular emphasis is needed regarding mass media communication. Peer training may be valuable, as there is strong reliance on such communication sources among the population studied. The level of achievement motivation among the sample was exceptionally high. Fifty percent of the women were single heads of households; most earned annual salaries of less than $9,000 yet were determined to complete a college degree on a part-time basis. The respondents being studied were uncertain of the viability of higher education as a means to a future job–with an enhanced salary and subsequent higher social status–though they were willing to accept the risk. The idea of the pursuit of higher education as a valuable endeavor may be considered an established norm among American black people, as evidenced from previous studies and this study.

WE 003 668

Johnson, Audrey Louise

The Perceptions and Social Characteristics Related to Occupational Mobility of Black Women and Intraracial Assimilation of Blacks in America.

Affil—New School for Social Research, New York, N.Y.
Pub Date—77
Note—241p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811867
Data Base ID—DAIAUG78; 39-1146-A
Descriptors—Administrative Personnel, *Black Community, *Occupational Mobility, *Social Integration, Working Women
Identifiers—*Black Women

This is an exploratory study of the perceptions and social characteristics of professional and managerial black women as they relate to occupational mobility as well as whether or not intraracial assimilation has taken place in the black community in which they reside. These women are in occupations normally prestigious for men and were drawn from three dominant black American groups found in New York City metropolitan area–Northern-born blacks, Southern-born blacks, and West Indian blacks. Throughout this survey, most of their perceptions are affected by the group they belong to due to their place of birth or ethnic origin. Social distance between these groups is present, including their acknowledgement of stereotypes of West Indian black Americans as black "strangers." Demographically, these black Americans resemble college-educated black American women studied by others. West Indian black Americans, however, reflect data gathered on second generation European immigrants. Black West Indian parents have far less education than black American parents. As a group, respondents are likely to have at least one master's degree from a northern integrated institution of higher learning and an annual income well above the national median. In keeping with this pattern is their fairly strong belief in American meritocracy. Yet, they do not indicate that the Equal Employment Opportunity Act is not able to resolve many of the problems arising out of racism and sexism. Functional marginality is present among most respondents in playing professional roles in bureaucratic settings. Nevertheless, they are power-oriented, and alienation appears only among those women in the sampled population who adhere to racial endogamy. However, black Americans in the sampled population concede that alienation exists among those blacks who have not as yet "made it" in the middle class, in direct contrast to the West Indians who blame this on the lower class attitudes and behaviors found among those blacks. Therefore, these results suggest that future studies of black Americans need to identify and control for such factors as place of birth or ethnic origin in order to insure validity, since race is not as omnipotent as it is assumed to be among blacks in this society.

WE 003 669

Maher, Timothy William

Language and Sex: The Dialectic of Identity Formation.

Affil—Purdue Univ., Lafayette, Ind.
Pub Date—77
Note—118p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813085
Data Base ID—DAIAUG78; 39-1048-B
Descriptors—Elementary School Students, *Language Development, *Perspective Taking, Preschool Children
Identifiers—*Sex Identity

The primary object of this research is to look at the process of role learning in very young chldren, specifically, gender role learning and gender identification. Since very young children do not have sufficient verbal skills to define what gender means to them, this research focused on the nonverbal aspects of gender role learning. Verbal language acquisition is cited in the literature as being the most important part of the learning process. Thus, the research looks at the differences in nonverbal gender role playing at different levels of verbal language ability. The methodology used involved the videotaping of children aged six months to six years in natural play situations. The videotapes were then coded using a kinetic and a proxetic scale to determine the developmental processes in gender role playing. The main findings of this research are that verbal language acquisition does have a great impact on gender differentiation, but that it is not sufficent to foster consistent gender role performance. The developmental process investigated here appears to be more cyclical in nature. The greatest amount of gender differentiation was found in four-year-olds, with substantial decreases in differentiation at ages 5 and 6.

WE 003 670

Roland, Catherine Buffalino

The Effects of Coeducational Dormitory Living on Sex–Role Stereotype Beliefs and Self–Concept.

Affil—Cincinnati Univ., Ohio.
Pub Date—77
Note—112p.; Ed. D. Dissertation
Available from—UMI, Order Number 7812960
Data Base ID—DAIAUG78; 39-787-A
Descriptors—*Changing Attitudes, Coeducation, College Freshmen, Dormitories, Group Experience, *Self Concept, *Student Attitudes
Identifiers—*Sex Role Stereotypes

This study investigates the effects of coeducational living on the self-concept and attitudes tha first-year college students have in the area of sex role stereotypes. Ninety-five Temple University first-year dormitory students were given the Sex-Role Stereotype Questionnaire (SRSQ) and the Runner Study of Attitude Patterns, in a pre-post design. The experiment ran for 18 weeks and took place in two residence halls on the Temple campus. There were an equal number of male students living on coeducational floors and single-sex floors, and an equal number of female students living on coeducational floors and single-sex floors who were tested. No special treatment or orientation was given to any group; the living environment was the sole difference. Three trait factors were tested for stereotypical responses–ideal male view, ideal female view, and present self factor on the SRSQ. Chi-square tests and investigation of mean scores for both instruments indicated that no positive change had taken place that was significant. The changes that did become apparent were not significant and were both positive and negative. It was not substantiated by the investigative means that coeducational living was a significant factor in developing a neutral level of sex stereotyping and a positive self-concept. Suggestions for further research into the area of coeducational dormitory living were made, looking at it as a positive alternative. Recommendations were made for further research on the particular topics of stereotypes and self-concept, with various samplings of institution types, length of experiment, and different environments.

WE 003 671

Cooperstein, Rhonda Ann

Mixed–Sex Group Interaction: The Effects of Sex–Role Traditionalism and Ability Expectations.

Affil—Stanford Univ., Calif.
Pub Date—78
Note—366p.; Ph. D. Dissertation
Available from—UMI, Order Number 7814164
Data Base ID—DAIAUG78; 39-1044-B
Descriptors—*Group Behavior, *Interpersonal Relationship, Sex Differences, Task Performance
Identifiers—Mixed Sex Groups, *Sex Role Stereotypes

Men and women frequently interact in situations in which there is a shared belief that the men are more knowledgeable than the women. This study explored the patterns of interaction which emerge in mixed-sex discussion groups. In particular, the present study was designed to investigate the effects of the group members' sex-role beliefs, and an effort to change their beliefs in male group members' greater initial knowledge of task-relevant information, on these patterns of interaction. Forty groups, each consisting of two male and two female college students, worked on the Desert Survival Task, an activity in which people generally believe men to be superior to women. The design of the study was 2 x 2 factorial, with 10 groups in each condition. The first factor was sex role traditionalism. Subjects were preselected using a sex role traditionalism scale; in half of the groups, all the members held modern sex role beliefs, while in the other half of the groups, all the members held traditional sex role beliefs. The second factor was ability and knowledge expectations. The members of all the groups were given the Desert Survival Aptitude Test before the discussion, the members of half of the groups ('not-equated") received no ability feedback, while the members of the other groups ('equated") were informed that the men and the women had equal "aptitude" scores. Consistent with past research, the men in the present study took a more active task role in the discussion than the women. Moreover, the men devoted a higher proportion of their own verbal contributions to task-relevant declarative statements than did the women. Contrary to some previous research, the women did not offer more support and encouragement to others in the group than did the men; in addition, the women did not ask more questions than did the men. However, because the men produced more task-relevant verbalizations than the women, the proportions of the women's own contributions which fell into these two categories were larger than the corresponding proportions for the men. In general, performance differences were reflected in the groups' evaluations of their members. The task leadership rating each person received from the group was directly related to his or her task participation, and there was a general consensus among all the group members that the men were the task leaders of the groups. Group members did not acknowledge high participation rates of women as often as they did those of men. Group members conforming to sex role stereotypes–dominant men and nondominant women–were liked more and considered more cordial than their nonstereotyped counterparts. Overall, the women were not liked more nor considered more cordial than the men. In general, groups composed of people with modern sex role beliefs showed as much male dominance in their discussions as groups composed of people with traditional sex role beliefs. The men's performance, in particular, showed no differences as a function of this variable. For not-equated women, however, women with modern beliefs increased the frequency of their "masculine" task-relevant verbalizations and decreased their "feminine" question-asking over time, whereas women with traditional beliefs showed the opposite trend. This time trend suggested that the sex role beliefs of the fellow group members, rather than (or in combination with) the women's own sex role beliefs, were crucial. Overall, male dominance remained strong in equated as well as not-equated groups. The men's task participation was essentially unaffected by the equalization. However, women who were told that all the group members were equal behaved in an increasingly "masculine" manner over time, regardless of whether they held modern or traditional sex role beliefs. Interestingly, the equated women rated themselves higher in task leadership than the not-equated women, while the ratings of these women by other women or men did not increase with the equalization. The equalization manipulation also had a major effect on the emotional tone of the discussion. With time, people in the equated groups expressed more support and agreement than people in the not-equated groups. One's sex role attitude had only a minor influence on the equalization's final effect. Although the data were somewhat equivocal, it appeared that men in all the groups treated sex as a diffuse status characteristic, while the women, regardless of their sex role beliefs, did not do so.

WE 003 672

Aylmer, Donna Gibson

Prediction of Success and Satisfaction of Women Masters in Business Administration Using the Strong–Campbell Interest Inventory.

Affil—Boston Coll., Chestnut Hill, Mass.
Pub Date—78
Note—114p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813770
Data Base ID—DAIAUG78; 39-1024-B
Descriptors—Business Administration, Graduate Students, *Interest Tests, *Job Satisfaction, Masters Degrees, *Predictive Validity, *Success Factors
Identifiers—Nontraditional Career Choice, *Strong Campbell Interest Inventory

The primary goal of this study was to investigate whether relationships existed between two variables of women's career development, success and satisfaction, and scores on the Strong-Campbell Interest Inventory (SCII). The study focused on women who demonstrated atypical occupational choice by entering male-dominated professions. In addition, the study aimed to enlarge the relatively small body of literature which treated the SCII's ability to predict choice of industry and function in business jobs. Sources of data were 66 women enrolled in their second year of graduate study at the Harvard Business School. All participants completed the SCII which provided scores for the independent variables–scores on 12 of the business-oriented occupational scales. In addition, all subjects completed the Confidential Placement Record, an instrument developed by the Office of Career Development at the Harvard Business School. The questionnaire served to generate, by self-report, information concerning the dependent variables, success and satisfaction, and to gather descriptive background information that aided in the interpretation of results. For this study, success was defined by starting salary at entry level position after the MBA was granted. Satisfaction was defined as the score on a four-point scale which measured degree of satisfaction with entry level position. Twenty-six hypotheses were tested at the .05 level of significance. Hypotheses 1-12 and 14-25 were tested by a t-test of significance after a simple correlation, r, was performed. Hypotheses 13 and 26 were tested by an F-test of significance after a multiple correlationships between success (salary) and the agribusiness manager (m), banker (f), credit manager (f), and credit manager (m) scales of the SCII. There were significant negative relationships between dissatisfaction and the advertising executive (f), credit manager (f), and sales manager (m) scales of the SCII. The positive results of this study supported some of the available literature on the SCII. Relationships could be observed between SCII scales and the two criterion measures. In particular, use of cross-sex occupational scales appeared to have validity in the population tested. The SCII also predicted especially well for women MBA's entering the areas of finance and marketing. Implications were raised regarding how generalizable the results were concerning the SCII's overall predictive validity and usefulness as a research tool. The magnitude of the significant correlations in this study was not sufficient to account for more than a small amount of variance. It was concluded, therefore, that the SCII was able, in its present version, to discriminate for only a few categories of women MBAs and it was recommended that future research be carried out with the SCII and other career salient women. In particular, it was suggested that additional, more current, normative data be generated for the SCII. Implications and recommendations were also presented in several other areas. It was suggested that improved ways of measuring both success and satisfaction be devised. Success, as measured by salary may have been too sensitive to geographically varying cost of living. It was also acknowledged that subjects might have had a tendency to inflate actual salary figures. Satisfaction clearly needed to be measured by a scale with a wider range of scores than the one used in this study. In addition, it was noted that satisfaction with occupational choice probably needed an improved operational definition.

WE 003 673

Berenbaum, Sheri Ann

A Model of Individual Differences in Hemispheric Specialization and Cognitive Abilities, with Particular Reference to Sex and Handedness.

Affil—California Univ., Berkeley
Pub Date—77
Note—214p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812488
Data Base ID—DAIAUG78; 39-951-B
Descriptors—*Cognitive Ability, *Neurological Organization, *Predictive Validity, Sex Differences
Identifiers—*Handedness

The purpose of this study was to examine individual differences in neurological organization of the cerebral hemispheres, and to study their effects on cognitive abilities. A neuropsychological model was proposed that took account of current issues and apparently contradictory data. Groups differing in gender and in handedness were examined to test reported relationships between these variables and hemispheric specialization. Group differences in lateralization patterns were related to group differences in ability patterns. Right-handed males were postulated to show the largest degree of hemispheric specialization, i.e., greatest separation of analytic-verbal and gestalt-holistic processing into the left and right hemispheres, respectively. Compared to right-handed males, both left-handed males and right-handed females were hypothesized to show reduced lateralization more often, but each group in a different way. Left-handed males were expected more often to manifest bilateral representations of either verbal or nonverbal (but not both) cognitive functions, with a concomitant impairment in some aspects of the unilaterally represented functions that have been compromised. Right-handed females, on the other hand, were hypothesized to be more often bilateral for both verbal and nonverbal cognitive abilities. The neurological organization of left-handed females was unspecified, although the effects of sex and handedness may be additive. This model was used to make specific predictions of performance of left- and right-handed men and women on measures of lateralization and cognition. These predictions were tested experimentally with 30 newly-married couples, who were administered a battery of differential cognitive ability tests measuring spatial orientation, spatial visualization, flexibility of closure, speed of closure, verbal fluency, perceptual speed, visual memory, spelling, and general intellectual ability. Lateralization was assessed by two dichotic listening tasks–consonant-vowel monosyllables and melodies. Comparison of groups revealed no sex differences on the dichotic listening tasks. The sex differences in cognition were small, but conformed to the typical pattern (i.e., female superiority in perceptual speed, verbal fluency, and spelling, male superiority in spatial orientation). The small size of these differences in cognition may have been related to the failure to find sex differences in lateralization, and may have been a consequence of the particular sample composition. There were no differences between handedness groups on the cognitive measures nor on the verbal dichotic listening task, but significant differences emerged on the melodies task. Variables proposed to moderate the relationships between handedness and lateralization and cognition (e.g., familial sinistrality, hand posture) had no significant effect. The predominance of normal language lateralization and associated weaker music lateralization in this sample of left handers provides support for the notion that left handers are bilateral for only one function. Whether the bilaterally represented function is found to be language or nonverbal cognition may depend on the nature of the sample tested. Predicting cognition from lateralization by linear regression was only marginally successful; incorporation of nonlinear lateralization terms increased prediction dramatically. The form of the relationships observed is consistent with the interpretation that individual differences in dichotic lateralization are indicative of individual differences in brain organization. Generally, the results indicate the benefit to general intellectual and verbal skills of restricting music processing to the right (nonlanguage) hemisphere; the enhancement of certain spatial skills (e.g., orientation) associated with strong verbal lateralization; the advantage of strong "appropriate" lateralization (language in the left hemisphere, melodies processing in the right hemisphere) for perceptual speed, spatial visualization, and flexibility of closure; and in contrast, the benefits for ideational fluency of having both appositional and propositional processing modes in the same hemisphere.

WE 003 674

Lemkau, Jeanne Parr

Personality and Background Characteristics of Women in Asextypical Occupations.

Affil—Rhode Island Univ., Kingston.
Pub Date—78
Note—167p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813268
Data Base ID—DAIAUG78; 39-957-B
Descriptors—Family Background, *Individual Characteristics, Masters Degrees, Motivation, Sex Stereotypes, Test Validity, *Working Women
Identifiers—Bem Sex Role Inventory, *Nontraditional Career Choice

The purpose of the present study was twofold. The first was to determine whether there would be correlates of asextypicality above and beyond those related to academic achievement and to determine the nature of these, in a design comparing asextypical professional women to their equally educated sextypical counterparts. A secondary purpose was to see if Bem's findings of an association between low sex-typing on the Bem Sex-Role Inventory (BSRI) and willingness to engage in cross-sex laboratory behavior would generalize to asextypical occupational behavior, and to experiment with the use of situation-specific instructions on the BSRI in the process. Participants were recruited from a variety of agencies, industries, and other sources in the Rhode Island and eastern Massachusetts area. For inclusion, women were required to be American-born, under 50, employed at least 20 hours weekly in either sextypical or asextypical employment, and to have earned the masters degree in 1974 or earlier. The 166 recruits were each sent a data package which they were to return by mail and which included the Bem Sex-Role Inventory (three instructional sets, "on the job" and "in a social situation" self-descriptions and "your ideal woman"), a biographical questionnaire, and the Cattel 16PF, Form A. Eighty-two percent, or 135 women, returned the data package. Both groups were found to be characterized by factors consonant with their high level of education, for example, high parental education, high family stability, adequate socioeconomic status, white race, and family values consistent with upward mobility and academic success. Relative to women in general, both groups tended to score high on such competency-related traits on the Cattell as intelligence, forthrightness, self-sufficiency, and assertiveness. On the BSRI, both groups tended to be highly androgynous, showing almost equal and high endorsement of positive items of both masculine and feminine stereotypes. In comparison with the sextypical women, the asextypical women were younger, more likely to be firstborn, to have had working mothers, and to mention males as important influences on their career development. Trends suggesting higher achievement motivation in asextypical women and greater conventionality among the sextypical women were also noted. On the Cattell, the asextypical women showed more extreme scores on competency-related traits, though in general, the significant group differences were more related to the role expectations and behaviors appropriate to the respective work involvements of the two groups. On the BSRI, the asextypical women tended to be androgynous but slightly more sex-reversed than their sextypical counterparts, with significant group differences resulting from slightly lower endorsement of feminine items. Group differences are discussed in terms of the "enrichment hypothesis" of Almquist and Angrist. The data suggest that the asextypical women may have more frequently experienced family situations which encouraged the development of broad sex roles, higher achievement motivation, greater valuing of "male" as well as "female" activities, and greater comfort and self-confidence in engaging in traditionally male achievement areas. In addition, the asextypical women have more frequently been exposed to a cultural environment enriched by feminist ideology. In terms of the BSRI, the results of the present study support Bem's association between low sex-typing and cross-sex behavior. High academic attainment can be seen as asextypical for women, and both groups tended to be androgynous in their self-descriptions on the BSRI. The women doubly engaged in cross-sex behavior, by virtue of their asextypical career choice, were even less sex-typed. The use of the BSRI with situation-specific instructions was supported, with significant effects of instructions found for masculinity, femininity, and androgyny scores, raising questions about the more standard use of the BSRI with global self-description instructions.

WE 003 675

Wilson, Sally Lu

The Relationship between Sex Role Development and Moral Judgment.

Affil—Purdue Univ., Lafayette, Ind.
Pub Date—77
Note—190p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813139
Data Base ID—DAIAUG78; 39-965-B
Descriptors—*Moral Development, *Sex Role, Undergraduate Students

Recent researchers and theoreticians in the areas of sex role development and ego development have suggested a relationship between moral judgment level and stages of sex role development. This study was conducted to explore several facets of the relationship. One hundred and sixty-one undergraduate students, males and females, took the Bem Sex-Role Inventory (BSRI) and Rest's Defining Issues Test. The latter was modified to contain an equal number of male and female protagonists. Sixty-eight upper division women college students participated in one of several treatment groups–a women's studies course deemed a possible sex role development facilitator toward androgyny, i.e., the espousal of high levels of both masculine and feminine traits; the above treatment plus a moral judgment discussion group based on vignettes of special focus on women's roles and rights; and a comparison group enrolled in a psychology of adolescence course. Subjects in these groups were pretested on the Bem Sex-Role Inventory and the modified Defining Issues Test and were posttested after one semester's experimental participation as well as after a no-treatment period of one year. Approximately one-half of the subjects completed the one-year follow-up forms. Neither BSRI status (undifferentiated, sex-typed, or androgynous) nor gender membership of the subject was found to predict moral judgment scores. Androgynous, sex-typed, and undifferentiated subjects did, however, respond differently to male protagonists and female protagonists in moral judgment vignettes. While androgynous subjects performed equally well in both situations, sex-typed subjects of both sexes performed better on female vignettes, and undifferentiated subjects performed better on male vignettes. Treatment groups did not differ on posttest measures of masculinity or femininity on the Bem scale nor on the moral judgment measure. Subjects in the treatment as well as comparison groups showed significantly higher espousal of masculine traits at the posttest and follow-up than at the pretest. Choice of elegant sounding but meaningless items on the moral judgment measure declined on the posttest and follow-up, as compared to the pretest, for subjects in the androgyny treatment group.

WE 003 676

Freston, Norma Patricia

Sex–Role Related Behaviors in Managerial Style.

Affil—Utah Univ., Salt Lake City.
Pub Date—78
Note—94p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812996
Data Base ID—DAIAUG78; 39-1026-B
Descriptors—Administrative Personnel, *Administrator Characteristics, Sex Differences, *Sex Role, *Working Women

That more women in this country are working and desiring better paid jobs is common knowledge. Accordingly, more women will undoubtedly be holding managerial positions and taking leadership roles. There is a dearth of exisiting research concerning women in management positions, and the research which does exist is based upon the observations of males by males. The problem of this study was to examine the managerial behaviors of male and female managers to determine if differences in their managerial styles existed and if these differences might be sex role related. No assumption was made as to the effectiveness of the styles but, rather, an inquiry into the idea that men and women accomplish the same objectives with different response patterns. In addition, at this time, no clear picture exists of the female manager, and until more research is done focusing on females, no illumination can occur. With more information on how females respond in a leadership position, organizations can better facilitate their movement and success in management ranks. Helping the most gifted and motivated females to develop offers the possibility of enriching the leadership talent pools. The sample consisted of 70 males and 70 females in middle management positions from public, private, and service organizations. It was assumed that this sample was typical of middle managers. The data were collected over a period of a year and a half from March 1975 to November 1976. Management Profiling Questionnaires were filled out on the subjects by their subordinates, peers, and superiors. The instrument was filled out by 7+ raters per subject. A computer program (ITEMCOR) was used to analyze the data. The subjects were examined on five alternative responses in seven dimensions of leadership–goals, communication, decision making, motivation, influence-interaction, control, and leadership. The computer correlated the alternative selection with the criterion of sex. Statistically significant findings (at the .05 level) were identified on 27 alternatives, 14 items keyed for male and 13 keyed for female. The intraclass reliability coefficients were significant (at the .01 and .05 level) for 20 items indicating agreement among observers in their descriptions of the managers. Of particular interest in these findings is that the items which keyed for males fell strongly into the consultative and benevolent-autocratic categories of management style, while the items which keyed for females divided into the participative and exploitative or benevolent-autocratic. These findings suggest the possibility that females follow a sex role related collaborative style, but with stress they become very autocratic, possibly adopting what they view as a masculine (equated with successful) authoritarian model. Actually, there seems to be an overreaction and a polarization in female responses. This study underscores the need for males and females alike to have information about the tendency to react from stereotypic notions and inappropriate modeling.

WE 003 677

Patrick, John Franklin

The Relationship between Sex of Supervisor, Attitudes toward Women, and the Job Satisfaction of Female Employees.

Affil—Maryland Univ., College Park.
Pub Date—77
Note—103p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812889
Data Base ID—DAIAUG78; 39-1028-B
Descriptors—*Employee Attitudes, *Job Satisfaction, Sex Differences, Working Women
Identifiers—*Supervisor Attitudes

There has been increased interest in the rights, roles, and feelings of women in our society during recent years. A number of studies have dealt with the subject of sexism, a term used to denote arbitrary stereotyping of individuals on the basis of their gender. Employment opportunities are improving, but women are generally not paid as well as men, and do not have equal opportunity because of prejudice still prevalent in society. Although extensive research has been conducted on job satisfaction, the effect of immediate supervision on the job satisfaction of employees is unclear. The subject has been studied less often for female than for male employees. No studies have been reported that measure attitudes toward women and job satisfaction. This research attempted to measure that relationship. This study investigated a number of factors concerned with the relationship among the sex of first-level supervisors, their attitudes toward the rights and roles of women, and the job satisfaction of their female employees. It was hypothesized that female supervisors would have more liberal attitudes than male supervisors, that liberal attitudes on the part of supervisors would effect higher employee job satisfaction, and that female supervisors would provide higher job satisfaction for female employees. The Attitudes Toward Women Scale (AWS) was administered to 41 male and 44 female first-level supervisors in nonacademic departments of the University of Maryland. The Job Descriptive Index (JDI) was administered to 204 female classified nonprofessional employees who worked for the 85 supervisors. The respective instruments were explained individually to each respondent and assurance was provided that responses would remain anonymous. Subjects returned the instruments in person to the researcher who checked to insure that each of the questionnaire items had been completed. Measures of association and tests for significance were employed in analyzing each subscale of the AWS and JDI in terms of the total scale score and the relationships between subscale scores. Zero order and first order correlations were analyzed. The results of the study provided little evidence to support the hypotheses. Male supervisors were found to be slightly more liberal in their attitudes toward the rights and roles of women than female supervisors. The findings uncovered only a trivial relationship between supervisor attitudes toward women and the job satisfaction of their female employees. Results also revealed that female employees with male supervisors were more satisfied with their jobs than those with female supervisors. A major conclusion of this study was that the linkage between employee attitudes and relationships with supervisors did not lend itself to the common stereotypes. The sex of the supervisor and the supervisor's attitudes toward women did not have a pervasive effect on the job satisfaction of female employees. Several suggestions were made for replication studies with other supervisor and employee groups in order to extend the findings to other populations and build a broader empirical base on this subject.

WE 003 678

Knight, Linda Smith

Sex-Role Stereotyping Where Behavioral Information Is Communicated by Videotape or Written Narrative.

Affil—Ohio State Univ., Columbus.
Pub Date—78
Note—136p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812353
Data Base ID—DAIAUG78; 39-1048-B
Descriptors—College Students, *Evaluation, *Verbal Communication, Video Tape Recordings, Visual Stimuli
Identifiers—*Oral Communication, *Sex Role Stereotypes

The purpose of this investigation was to examine the sex role stereotyping behaviors of individuals likely to be employed on a research project. The study was designed to determine if these individuals stereotyped when rating children's behavior and under what conditions they might be more or less prone to stereotype. Ratings were obtained under conditions which represented possible research methodology alternatives. These alternatives were sex label applied to a child and communication mode used to transmit behavioral information about a child. The sex labels included male, female, and child while the communication modes were videotapes (Meyer and Sobieszek 1972) and written narratives of the videotapes. Sixty-four female college students enrolled in home economics child development courses volunteered to individually rate the behaviors of two children. Random assignment was used to determine the sex label and communication mode to which raters were exposed. Ratings were obtained using a modified version of a scale developed by Meyer and Sobieszek (1972). This scale included male, female, and sex neutral stimulus words. Raters responded to the children's behaviors by indicating on a scale of from one to eight how much of each attribute named by a stimulus word they believed to be characteristic of the child they were rating. Difference scores were calculated for each rater and two-way analysis of variance was applied to the difference scores to examine the effects of sex label and communication mode on rater's sex role related ratings. No effect was revealed for sex label, communication mode, or their interaction. However, significant (p.05) variability was found in rater's responses in the videotape condition when compared to the written narrative condition. The lack of significant differences in ratings reflecting sex role stereotyping in the videotape and written narrative communication conditions suggest that when sex role related behavior ratings need to be obtained, a written description of the behaviors may serve the purpose as well as a videotape recording. However, further examination of the variability difference found in this study for the two communication conditions is warranted. This study controlled rater sex and rater experience (raters enrolled in child development courses). No significant differences in stereotyping behaviors were found among the raters for the varying conditions of this study. This lack of sigificant differences suggests that control of rater characteristics is an important consideration for persons hiring research workers. Controlling confounding variables, which have been shown to interact with the dependent variable under study, would allow clearer examination of the dependent variable.

WE 003 679

Lybarger, William Meredith

A Multivariate Analysis of the Occupational Interest Domain of Twelve Hundred College Women and Men.

Affil—Temple Univ., Philadelphia, Pa.
Pub Date—78
Note—248p.; Ed. D. Dissertation
Available from—UMI, Order Number 7812279
Data Base ID—DAIAUG78; 39-957-B
Descriptors—College Students, *Interest Tests, Sex Differences, Statistical Analysis, *Test Reliability, *Test Validity, *Vocational Interests
Identifiers—*Hackman Sequential Analysis Procedure I, *Pennsylvania Multivariate Interest Inventory

The purpose of this study was to undertake a multivariate analysis of female and male occupational interest domains, examine sex differences related to occupational interest measurement and consider the reliability, validity, and utility of ipsative data and procedures. The subjects included 571 female and 605 male, full-time, junior and senior college students attending 13 colleges and universities within a 200-mile radius of Philadelphia. The mean age for both sexes was approximately 21 years. There are 59 discrete majors in this study. The primary emphases of the investigation are based upon subject responses to the 200-item Pennsylvania Multivariate Interest Inventory (PMII) and the 10-item Hackman Sequential Analysis Procedure-I (HSAP-I). The item responses of the female and then male samples from the PMII were individually submitted to a BMDX72 factor analysis program and 8-16 factors were extracted. Final solutions were submitted to Direct Oblimin rotation to obtain oblique solutions. Comparison of the female and male factor structures was accomplished by making an item-by-item examination across occupational interest domains and by means of Procustes' Rotation. Only five factors emerged as being highly similar across the sexes. The items grouped under the identified factors served to form independent scales on which females and males were then scored. Mean T scores were obtained for each scale and compared between the sexes in common curricular groups, across related scales. It was found that females and males in four of six common curricular groups had a similar rank ordering of scales. Subject responses on the PMII were scored, first using a normative method and then an ipsative method. Multiple discriminant analysis was used to determine the predictive capability of normative and ipsative data. It was found that both types of data were equivalent in predicting curricular membership for one sex or the other. The occupational field rankings of females and males on the HSAP-I were compared within and across majors. It was found that: 1) Both sexes consistently ranked highest those fields which have a meaningful relationship to their major. 2) Within each major, each sex independently demonstrated a moderate to high degree of agreement, reliability and consistence. 3) When the sexes were grouped together, there was substantial agreement in ranking between them, within common majors. 4) The agreement and reliability were high only among subjects within specific college majors. The statistical relationship between normative and ipsative measures was examined by comparing 5 normative, wide-range dimensions from the PMII data with 10 ipsative variables obtained from the HSAP-I data. Significant correlations between normative and ipsative scores for most sets of data were observed, indicating substantial agreement between the two types of measures. Construct validity of the HSAP-I was determined by examining the intercorrelations of the 10 ipsative variables. The variables demonstrated a high degree of independence indicating good construct validity. Sex differences on the HSAP-I and their statistical significance were examined. It was found that on two variables there was high agreement, on four variables there was some agreement and on the remaining four variables there was no agreement. The relative consistence of each sex in completing the HSAP-I was examined. Females were found to be more highly consistent, but this may be attributed to their limiting their range of preferences to a greater degree then males. This would spuriously increase consistence. The coefficient of consistence (Kendall's "k") was examined to determine if it might predict the homogeneity of scale scores from an interest inventory. Results indicate that it could not. This statistic appears to find best use of a measure of individual consistence in completing the HSAP-I. Implications for the counseling profession are made and specific recommendations for future research are included.

WE 003 680

Gloss, Miriam Gayle Wardle

The Capacity of Women To Perform Strenuous Work.

Affil—North Carolina State Univ., Raleigh.
Pub Date—77
Note—107p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811586
Data Base ID—DAIAUG78; 39-1026-B
Descriptors—*Muscular Strength

The purpose of this study was to determine whether women could perform an eight-hour day of hard physical work similar to that required in physically demanding occupations. The subjects were eight paid volunteer adult females who had been medically screened and who signed informed consent statements. They participated in a study consisting of two parts. The first part required exhausting work on a treadmill. After a warm-up period, the subjects ran on a treadmill at 8 km per hour. Every three minutes the grade was increased by 2 1/2%. The subject ran until self-determined exhaustion occurred. This work showed that these subjects had a mean maximum aerobic power of 2.28 liters/minute and a peak work capacity of 12.63 kcal/minute. The second part of the study involved eight conditions in a partially counterbalanced design. This part required an eight-hour day of strenuous work on a treadmill for each subject. The subjects worked at eight different tasks for 45 minutes each followed by 3 minutes of minimal work and a 12-minute rest. There were two treadmill speeds–4 and 6 kilometers per hour. There were two treadmill grades–0% and 10%. The subjects carried on their backs either no load or a 10-kilogram load. These subjects completed over 96% of the work. The tasks demanded from 3.26 to 10.66 kcals per minute work. There were three periods of moderate work, three periods of heavy work, and two periods of very heavy work. The mean total energy output for the whole work day was 2,369 kcals which is as great as the most physically demanding occupations. Time of day was not significant. Ratings of perceived exertion were obtained for each task. There was no order effect. Ratings of perceived exertion also increased as work continued in a period. These ratings of perceived exertion were strongly related to work load and heart rate. The results of this study showed that this sample of young adult females could perform work which was in excess of practically all physically demanding occupations as defined. They performed heavy and very heavy work for extended periods, and 50% of the women could perform extremely heavy work. Having the aerobic capacity to perform this work does not necessarily indicate that women can perform many of the tasks associated with these work loads such as lifting, carrying, pushing, and pulling. This study has shown that these women could perform an eight-hour day of hard physical work comparable to that required in physically demanding occupations.

WE 003 681

Hawkins, Jeanette Elaine

The Relationship of Locus of Control to Academic Achievement and Occupational Choice among College Women.

Affil—North Carolina State Univ., Raleigh.
Pub Date—77
Note—119p.; Ph. D. Dissertation
Available from—UMI, Order Number 7811568
Data Base ID—DAIAUG78; 39-979-B
Descriptors—*Academic Achievement, College Students, *Locus of Control, *Occupational Choice, *Social Influences
Identifiers—Locus of Control Scale (Levenson)

The available literature relating to the present study suggested that social desirability would improve the predicted positive relationship between internality and academic achievement and occupational choice. A review of this literature indicated that there may be two types of externals who function differently in academic settings. These two types of externals, defensive externals and congruent externals, are identified according to Levenson's Locus of Control Scale as "Powerful Others" and "Chance," respectively. The defensive externals are postulated to behave in a manner similar to internals. A number of studies relating locus of control to academic achievement have produced contradictory findings. Theoretically, locus of control should be negatively related to academic achievement. That is, internals should be higher achievers than externals. However, while research indicates that this is generally true for male subjects, it is not true for females in a consistent manner. The purpose of the present study was to determine whether social desirability is an important variable in the locus of control-academic achievement relationship and the locus of control-occupational choice relationship for women. Hypotheses 1-4 referred to Rotter's I-E Locus of Control Scale (RLOC), while hypothesis 5 referred to the Levenson Locus of Control Scale. The hypotheses of this study were: 1) Internals low on social desirability (IL) will show higher academic achievement than internals high on social desirability (IH), externals low on social desirability (EL), or externals high on social desirability (EH). 2) Externals high on social desirability (EH) will show lower academic achievement than IL, IH, or EL. 3) Individuals identified as internals and scoring low on social desirability (IL) will be more likely to choose Role-Innovator occupations than individuals scoring in any other combination of these variables (IH, EL, EH). 4) Individuals identified as externals and scoring high on social desirability (EH) will be more likely to choose traditional occupations than individuals obtaining any other combination on these variables (IH, IL, EL). 5) Individuals identified as "Powerful Others" will resemble individuals identified as "Internals" but will differ from individuals identified as "Chance" in regard to academic achievement and occupational choice. The subjects were college females attending a state-supported university in Raleigh, North Carolina. All of the subjects were at least 18 years of age and were enrolled as full-time students at the university. The Rotter I-E Locus of Control Scale, the Levenson Locus of Control Scale (LLOC) and the Marlowe-Crowne Social Desirability Scale (SDS) were administered to all subjects. In addition, the subjects completed an occupational choice questionnaire form. A total of 153 subjects were included in the final analyses for RLOC, SDS, and GPA. A total of 164 subjects were included in the final analyses for LLOC, SDS, and GPA. The analysis of the data yielded results which supported all the hypotheses. From these findings it was concluded that social desirability is an important mediating variable in the relationship between locus of control and academic achievement and locus of control and occupational choice. The results of this study provide pertinent information as to the prior failure to verify the theoretical relationship of locus of control and academic achievement for women and provide additional support for the use of the LLOC as a multidimensional measure of locus of control.

WE 003 682

Katims, Pamela Artura

Male Reaction to Females Labeled Assertive.

Affil—Washington Univ., Seattle.
Pub Date—77
Note—151p.; Ph. D. Dissertation
Available from—UMI, Order Number 7814449
Data Base ID—DAIAUG78; 39-678-A
Descriptors—Administrative Personnel, *Assertiveness, Males, Personnel Evaluation, *Sex Stereotypes

The purpose of this study was to experimentally isolate and determine the effects of the label assertive upon the perception of others toward persons so labeled. Additionally, this study was designed to measure and specify the stereotype associated with the label "assertive," and to look at the characteristics of persons who react to assertive women in a stereotyped manner compared to those who do not. A sample of 64 administrators and potential administrators (those holding administrative credentials who are employed in another capacity) from two different public school districts were selected as subjects by a combination of stratified and systematic random sampling. Participants were under the impression that the purpose of the study was to examine the necessity of an interview in making judgments about the ability of prospective applicants for a teaching position in the field of mathematics. They thought the experimentor's interest was one of determining the skill of people in judging the capabilities of teachers based on the contents of a personnel file. At the conclusion of the study, subjects were informed of its true nature. The design included a stimulus person who was presented for evaluation, using a photograph and description. The description included a college transcript, recommendations, and evaluations and was varied on an alternating basis to define the person as a member of the National Organization for Women and an assertive person or a member of the League of Women Voters. All others variables were held constant. There were various groups of subjects who, in evaluating the stimulus person, would provide data on perceiver bias in stereotyping. There were a self-evaluation scale which provided a measure of self-concept and and attitude toward women scale. The statistical methods employed to examine the data were analysis of covariance, using age as the covariate, Pearson correlation, and discriminant analysis. It was found that subjects' responses did vary as a result of the differential stimulus persons presented, though the number of differences were not as numerous as had been hypothesized. A stereotype associated with the label assertive could only be defined in terms of the few significant findings. As far as being able to discriminate between stereotypers and nonstereotypers on the basis of personality characteristics, the findings of this study were not significant enough to allow an accurate portrayal. Data from this study suggest that the traditional stereotype definitions of male and female roles may, in fact, be disintegrating. Attitudes toward women are changing, though this study may only show that men respect assertiveness in the abstract. They may not value it in personal relationships.

WE 003 683

Phillips, Terry Don

The Use of the Theory of Inequity in Determining Sex Differences in the Perceptions of Title IX Requirements.

Affil—Virginia Polytechnic Inst. and State Univ., Blacksburg.
Pub Date—78
Note—190p.; Ed. D. Dissertation
Available from—UMI, Order Number 7814044
Data Base ID—DAIAUG78; 39-592-A
Descriptors—Athletes, *Athletic Programs, *Attribution Theory, Sex Differences, *Sex Fairness
Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

The present research focused on the investigation of the degree of fairness and attributed satisfaction that would be associated with specific Title IX requirements which affect women's intercollegiate athletic programs. The research was conducted by utilizing Adam's Theory of Inequity as a guide in the development of descriptions in scenario form to be administered to male and female athletes for purposes of obtaining response measures for fairness and attributed satisfaction. In addition to the focal points, mode of reactance and order of importance of each Title IX requirement were investigated. The scenarios were distributed among 1,120 athletes who participate in intercollegiate athletics within the United States and of these, 872 useable scenarios were returned for a 78% return rate. The Title IX requirements included in the scenarios as the independent variables were coaches, athletic scholarships, supplies/equipment, medical/training facilities, and practice/competitive/locker facilities. The results from the study indicate that: 1) Male athletes perceive a higher degree of fairness and attributed satisfaction with the requirements than females. 2) Both sexes perceived the high quality levels of each requirement to be more fair and also attributed greater satisfaction to the high levels. 3) Athletic scholarships differentiated between male and female athletes. 4) Coaches is the most important predictor variable for fairness and attributed satisfaction for both sexes. 5) The female athletes displayed more significant interactions as predictors than did the males. 6) Females chose "asking for change" as their primary mode of reactance in contrast to the males choosing "public is more interested in men's competition and/or men have more ability." 7) Respondents who attributed dissatisfaction to the conditions preferred "asking for change" while those who attributed satisfaction preferred "expending greater effort" and "public is more interested in the men's competition and/or men have more ability." 8) Male and female athletes agree that coaches is the most important requirement; however, male athletes placed more importance on athletic scholarships. 9) Highly competitive females place more emphasis on athletic scholarships than females who are less competitive. The results were discussed with regard to the theory of inequity and the implication which the results might have on administrators in implementing the Title IX requirements.

WE 003 684

Adrian, Marian M.

The Relationship of Self-Concept of Ability, Science and Mathematics Achievement and the Operative Comprehension of Reading Content.

Affil—State Univ. of New York, Buffalo.
Pub Date—77
Note—101p.; Ed. D. Dissertation
Available from—UMI, Order Number 7813978
Data Base ID—DAIAUG78; 39-746-A
Descriptors—*Academic Achievement, Comprehension Development, High School Students, Mathematics, *Reading Comprehension, Sciences, *Self Concept

The purpose of this study was to determine the relationship between self-concept of ability, achievement in mathematics and science, and the operative comprehension of reading as measured by the Raven Content Comprehension Test (RCCT). Piaget's theory of equilibration suggests that content concept formation and development occurs when an individual constructs a concept. An individual attains operative comprehension when he constructs, transforms, or organizes the content. The test of operative comprehension used in this study requires the individual to reorganize the elements of information into a concept. It is hypothesized that a positive self-concept of ability in a content area facilitates the individual's attempt to construct his own content concepts. Therefore, it is predicted that there will be a strong relationship between self-concept of academic ability, scholastic achievement, and the test of operative comprehension. The panel of subjects for this research was composed of 249 average and above average 9th-, 10th-, and 11th-grade students. The study confirmed the following hypotheses: 1) There is a positive relationship between reading achievement, science and mathematics achievement, operative reading comprehension, general self-concept of ability, and self-concept of ability in mathematics, English, social studies, and science. 2) The correlation between self-concept of ability in mathematics and science and operative comprehension of reading is greater than the correlation between self-concepts of ability in English and social studies and operative reading comprehension. 3) Operative reading comprehension increases with high school grade. 4) There is no significant difference in operative comprehension of reading, self-concept of ability, or achievement between male and female students. The results of this study suggest that educators who wish to improve scholastic achievements in mathematics and science should be mindful of a student's level of operative comprehension of reading and his self-concept of ability in their plans for curriculum development and accompanying reading materials. This is a cybernetic situation where the more positive an individual's self-concept of ability, the more he is likely to attempt to construct content concepts. The achievement of these constructions will in turn enhance his scholastic image of himself.

WE 003 685

Voss, B. Margaret Brown

A Demography of Women Students over Forty Years of Age at Five Colleges in Metropolitan Grand Rapids.

Affil—Michigan Univ., Ann Arbor.
Pub Date—78
Note—204p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813751
Data Base ID—DAIAUG78; 39-601-A
Descriptors—College Students, Demography, *Individual Characteristics, *Student Needs, *Vocational Counseling
Identifiers—*Reentry Students

The purposes of this study were to determine a demography of women over 40 years of age attending college and whether the needs of these women students were, in the student's perceptions, being met by those colleges. Each student in the total population was contacted explaining the study and inviting her to participate. One hundred forty-seven responded indicating an interest, and 106 completed the questionnaire. A rough instrument was formulated and tested with a pilot group. The instrument was revised and determined to be an effective tool to gather the data. Although 106 respondents completed the questionnaire, three of the colleges had a significantly small number of respondents to allow concrete conclusions to be made about those schools. The reader should take that fact into account when interpreting the data. The results of the research showed that the majority of these women were not in college because of a crisis situation. Of the 106 responses, 74 were married and 4 never married. The remaining number showed 2 separated, 19 divorced, and 7 widowed, indicating the smaller percentage of the subjects experienced a crisis situation of either separation, divorce, or death of a spouse. The majority, 58.5%, received an income of $15,000 or over per annum, with 21.7% receiving $9,000 to $14,999 yearly; only 12.3% of the studied population received $8,999 or below annually. Of this population, 36.8% were working while attending college. Only 25.5% did not plan to work after college, and seven were not sure, while the rest expected to be in the world of work. The largest number of women, 74.5%, had a specific job or career in mind. The study indicated a significant difference between the five groupings on future occupation in the area of elementary or secondary education. The responses indicated a need for establishing a program of career counseling on the college campus for this age group. A 3.0 or better grade point average was carried by 79.4% of the subjects on a 4-point scale; 15.5% were receiving 2.5 to 3.0 in their academic studies. The students in this population were serious; their college education was very important to them. Their academic success indicated by their grade point average was a good predictor that they would continue to do well. Of the five questions about the student's experience with the academic community, three pertained to the area of academics–contact with the faculty, receiving encouragement from concerned people, and help in developing study skills. Two related to life with members of the community–help in developing close friendships and developing relationships with the opposite sex. A large percentage of the responses indicated "don't know or didn't need to use" the help. The following recommendations were made: 1) There is a need for further research; this study cannot be considered conclusive of either the profile of the women over 40 in college nor the relationship of the college community to this nontraditional student. 2) There is a need for a study of effective career counseling for this age student which includes counseling for career options. 3) There is a need for an effective tool to determine the academic and social needs of this nontraditional study. 4) There is a need to develop effective methods for changing existing stereotypic attitudes about the middle-aged female student. 5) There is need for a study made of effective ways of introducing this special student to the world of work.

WE 003 686

Madans, Jennifer Holly

Occupational Segregation by Sex: An Analysis of the Determinants of Occupational Sex Composition among Female Workers.

Affil—Michigan Univ., Ann Arbor.
Pub Date—78
Note—401p.; Ph. D. Dissertation; Also cited in Government Reports Announcements Index, PB-283 206/1ST
Available from—UMI, Order Number 7813694
Data Base ID—DAIAUG78; 39-1116-A
Descriptors—*Attribution Theory, *Equal Opportunities (Jobs), Racial Differences, Role Conflict, Sex Discrimination, Working Women

Identifiers—Nontraditional Career Choice, *Occupational Stereotypes

The marked increase in the relative number of women workers is one of the most dramatic changes undergone by the American labor force since World War II. However, despite a rapid increase in participation rates, women remain concentrated in relatively few occupational categories. The aim of this research is to explain the occupational distribution of working women along the dimension of sex composition, that is, why an individual female worker is in an atypical or a traditional occupation. This research is an extension of work done in the general area of occupational segregation by sex. Research in that area attempts to explain why men and women are in different occupations. Some of the hypotheses generated by this research have been applied to this research problem. The theoretical framework focuses on role integration in the explanation of the occupational sex composition distribution of female workers. Typicality is associated with an inability or a lack of desire to integrate the working woman's dual roles. Incomplete role integration can result from two factors. The first involves the individual's own self-concept and goals. Women who are less traditional in their sex role orientation would feel less pressure to integrate the two roles since the sex role and worker role are more compatible to begin with. The second factor concerns objective aspects of the woman's life at the time she begins a job which have an effect on the kind of job taken. These factors can relate directly to home responsibilities associated with the traditional role (e.g., child care) or they can be in the form of other constraining factors such as local market conditions. Several groups of independent variables are used to test this theoretical model. These include parental statuses, individual background characteristics, family characteristics, local labor market conditions, and attitudinal variables. The model was applied to each respondent's first job and to the job held at the time of the interview, providing that this job was not the same as the first job. The analysis was done separately for whites and nonwhites and for respondents in low, intermediate, and high status groups in order to capture differences in the processes of occupational choice among various subpopulations of female workers. The dimensions of race and status were selected because of their importance for an individual's definition of her worker role. Two data sets were used in the analysis–the 1974 Detroit Area Study and the National Longitudinal Survey of 30- to 44-year-old women. With few exceptions, the empirical results fail to support the theoretical model. The lack of significant findings is one of the most striking characteristics of all stages of the analysis. No support was found for the hypothesis concerning the relationship between family characteristics such as extent of home responsibilities or family income and percent female. In fact, in regard to number of children in the household, a relationship opposite to that which was predicted was found. The researchers were unable to demonstrate a link between parental statuses and daughter's occupation or between market participation and sex composition of current job. Only one situational constraint, the availability of female jobs, behaved as had been predicted but only among low status nonwhites. The significant results that were found either applied to high status whites or to low status nonwhites. In the former case, the significant findings suggest a market orientation characterized by a commitment to atypical work which is made during late adolescent or early adulthood. This commitment is actualized by active planning and preparation for the desired career. The planning seems to involve educational activities as well as the timing of market entry and of other life events such as marriage and family formation. The pattern for low status nonwhites, on the other hand, is related to employment as farm laborers. Atypical employment among women in this subpopulation does not involve a career commitment or planning or preparation for atypical employment.

WE 003 687

Hall, Eleanor Grace Perry

Sex Differences in IQ Development and Correlated Variables for Intellectually Gifted Students.

Affil—Michigan Univ., Ann Arbor.
Pub Date—78
Note—118p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813662
Data Base ID—DAIAUG78; 39-775-A
Descriptors—*Academically Gifted, *Intellectual Development, *Sex Differences, Testing

This study investigated sex-ratio differences among intellectually-gifted groups. The related literature considered both biological and environmental influences reflected in this sex-ratio difference. Research in I.Q. change in children shows that girls decline or fail to accelerate in I.Q. as much as boys. This research was undertaken to determine if sex differences in I.Q. development are correlated with family and personal variables within a sample of intellectually gifted students. Longitudinal data were used from files of the University School, University of Michigan, Ann Arbor, Michigan. Fifty-nine students, 29 boys and 30 girls, were selected as long-term intellectually-gifted students. (I.Q. 130 on two or more individually-administered I.Q. scales over time.) The sample was divided into change groups in elementary and high school. I.Q. changes were defined as scores that varied more than the standard error of measurement. Statistical analyses were utilized comparing boys to girls on family and personal variables. The major findings were that among intellectually-gifted students: 1) An almost even percentage of boys to girls (31% boys to 33% girls of students attending eight or more years) was found. 2) More girls had fathers with Ph. D. degrees than boys. 3) Arithmetic, spatial abilities, and SAT-Math scores for girls were not significantly different from boys'. 4) More girls increased or decreased in I.Q. than boys on the WISC Full Scale score in high school. 5) Mothers' and fathers' educations were positively correlated for increasing students. Stables' and decreasers' parents' educations did not correlate. 6) Boys' I.Q.s and GPAs were significantly correlated, but girls' I.Q.s and GPAs showed no correlation. These findings led to the conclusion that among intellectually-gifted students from a university community and/or from highly-educated parents, equal numbers of gifted girls to gifted boys will be identified using a series of Standford-Binets and/or Wechsler Scales. However, sex differences in I.Q. development do occur with girls showing more vulnerability to change during adolescence. Use of longitudinal data in the study reduced the sex-ratio imbalance found by other researchers. If students in this study had been selected at just one point in time, uneven numbers of boys to girls would have resulted. Since boys and girls develop intellectually at different rates, cross-sectional studies locate more of one sex than the other. Groups of intellectually-gifted students are often selected during junior high or high school years, with the outcome that more boys than girls are identified.

WE 003 688

Berkove, Gail Roberta Feldman

Husband Support for Women Returning to Higher Education: Predictors and Outcomes.

Affil—Michigan Univ., Ann Arbor.
Pub Date—78
Note—262p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813615
Data Base ID—DAIAUG78; 39-605-A
Descriptors—College Students, *Family Influence, Individual Characteristics, Motivation, Predictor Variables
Identifiers—Husbands, Married Women, *Reentry Students

This study has endeavored to explore in depth what is meant by husband support for returning women students. While the literature on returning women students had emphasized the importance of husband support to wives returning to school, studies prior to this one have treated the subject narrowly or superficially. This investigation is unique in that it conceptualizes husband support as a complex variable, one that is affected by certain situations, that has an effect on a number of outcomes, and that can be modified by particular circumstances. To tap its complexity, four areas of husband support were studied in this project–attitudinal, emotional, functional, and financial. Using the analysis of variance statistical technique, one subjective variable and five demographic variables were investigated as predictors of husband support, three areas were analyzed as outcomes, and two as modifying conditions. In addition, seven hypotheses were tested which involved looking at the relationships between areas of support and particular outcomes using selected predictor variables as controls. In order to study women's perceptions of the ways in which husbands gave or withheld their support, a sample of returning students attending three Detroit metropolitan area universities was involved in a mailed questionnaire survey in 1975. The women were aged 26 or older, had been away from school a minimum of five years prior to reentry, had been married at the time of their return to school, had at least one child living at home, and were enrolled for eight credit hours or more during the winter term of 1975. Of the 361 respondents (a 77% response rate), 33 were dropouts, while 328 had either graduated or were still students. The respondents were primarily white, financially secure, suburban homemakers, with the average age of 39. Over half were married to well-educated men in high status occupations. Almost two-thirds of the women had been full-time the year before they returned to school and half came back as freshmen. It quickly became evident that receiving support from husbands was very important, if not crucial, to a majority of the returning women students, though not necessarily in ways anticipated. It was found that areas of husband support differed in importance and influence for the women. Husbands' emotional support appeared to be necessary if women were to return to school in the first place but did not differentiate dropouts from successful students as did husbands' attitudinal and financial support. High support in those three areas were also found to be negatively related to women's experience of psychological stress and positively related to current marital satisfaction. Of the four areas of support, husbands' functional support appeared to have the least impact on returning women students. Regarding predictors of husband support, women who recalled marital satisfaction when they returned to school appeared to be a very different group of women from those who recalled marital dissatisfaction. This latter group reported considerably lower husband support. The strongest demographic variable to act as a predictor was husbands' occupation, with men in supervisory or professional positions seen as the most supportive. Women's high motivation and determination to stay in school was also noted and was discussed in terms of providing the context within which to view the meaning of husband support for different groups of women. These women who recalled marital dissatisfaction at the time of school reentry, for example, reported significantly less husband support, placed less value on the importance of others' support to their staying in school, and yet were no more likely to drop out of school than anybody else.

WE 003 689

Hearn, Pamela Hindman

Images of Women in the Leisure Reading Choices of Young People.

Affil—Southern Illinois Univ., Carbondale.
Pub Date—78
Note—133p.; Ph. D. Dissertation

Available from—UMI, Order Number 7813548
Data Base ID—DAIAUG78; 39-643-A
Descriptors—*Characterization, College Students, High School Students, *Recreational Reading
Identifiers—*Sex Role Stereotypes

In recent years the literature preferred by secondary and college students has become more realistic, and formerly taboo subjects such as death, insanity, out-of-wedlock pregnancy, abortion, and the drug culture are discussed openly and with candor. But how much change has there been in traditional sex role stereotyping? Are heroines still identified mainly through relationships with males? Do they think seriously about preparing for their futures? If they break society's rules, how are they punished? Are the heroes stereotypically defined in terms of physical strength and/or athletic ability? Are they expected, just because they are males, to be more serious students than females? What images of men and women do young readers absorb from their literature, and how might the assumptions inherent in the literature influence the young readers' self-image and future aspirations? This study attempts to answer these and related questions, focusing on sex role stereotyping in general and on the images of women in particular. The 26 books analyzed were selected on the basis of seven recent studies (1973-77) of what young people are choosing for their leisure reading. In addition to these 26 books, which include "Love Story," "The Outsiders," "The Catcher in the Rye," "Slaughter-House Five," "My Darling, My Hamburger," and "One Flew Over the Cuckoo's Nest," many other selections are included in the discussion whenever they are relevant. The selected books are approached thematically; chapter 1 deals with quests, chapter 2 with crises, chapter 3 with alienation, and chapter 4 with marriage. Some of the impressions which emerge from this study are that male protagonists and narrators dominate the literature and that male characters enjoy greater freedom of mobility than do female characters; that female readers will find few models to follow in any kind of search for identity; that female crises tend to be limited to insanity, unwanted pregnancy, and abortion; that females are almost never portrayed as alienated individuals; that the novels dealing with young people who marry offer few new models for life style or sex roles; that generally, mothers are less sympathetically portrayed than fathers; and that though some popular authors such as Kurt Vonnegut, Jr., satirize sex stereotyping, others such as Ken Kesey present conflict in terms of a sexual battle between castrating women and men who must discover their strength in terms of sexuality. This study concludes that classroom teachers should identify the books their students are actually reading, read them carefully, and then assign or recommend selections which challenge the standard stereotypical characters and situations.

WE 003 690

Tedesco, Marie

Science and Feminism: Conceptions of Female Intelligence and Their Effect on American Feminism, 1859–1920.

Affil—Georgia State Univ., Atlanta. Coll. of Arts and Sciences.
Pub Date—78
Note—385p.; Ph. D. Dissertation
Available from—UMI, Order Number 7813488
Data Base ID—DAIAUG78; 39-1028-A
Descriptors—*Feminism, *Intellectual History, *Intelligence, *Sex Stereotypes, United States History

In the years from 1859 to 1920, the question of whether or not females possessed an inferior intelligence became a topic of interest in scientific, popular, feminist, and antifeminist literature. Scientific literature drew from psychological, neurological, physiological, and evolutionary research on the brain and "mind," while popular literature presented essentially distillations of scientific work, in combination with a variety of traditional ideas of female intelligence and nature. Feminist and antifeminist writings, which frequently focused on the suffrage issue, attacked the problem from two different angles–feminists sought to prove either that females were equal to males in intelligence, or that females possessed distinctive mental qualities which would be useful to promoting social progress. Antifeminists adhered to the stereotyped conception that females, too affected by reproductive functions, could not reason or fathom abstract ideas, and hence should not, for example, be allowed to vote. Scientific interpretation of female intelligence were very much influenced by nineteenth- and twentieth-century developments in psychology. The transition of psychology from a subdiscipline of philosophy to a discipline oriented toward a biological and experimental approach to questions of mind and intelligence was vitally important. Psychology adopted a materialist approach to mind and intelligence and increasingly sought validation for theories of intelligence from neurological, physiological and evolutionary studies. Thus, such topics as the weight of the brain, cranial capacity, and the complexity of cerebral convolutions, assumed importance in determining the level of intelligence of males and females. In the nineteenth century, studies which focused on females' brain weight, cranial capacity, and cerebral convolutions tended to conclude that in all three areas, females were inferior to males. Like both sexes in so-called "inferior races," white, European females, for example, simply did not possess brains which could properly carry out the function of reasoning. It could not be expected, then, that females could, or should, occupy responsible positions within American, or European, social institutions. And certainly, females should not be given the vote. In the late nineteenth- and early twentieth-centuries, as experimental psychology refined and attempted to more precisely measure intelligence, it developed, and relied on, the mental test. Either the general test, devised by Alfred Binet, or more specific tests, devised by numerous psychologists, were used to gauge intelligence. These tests, primarily given in the years from 1900 to 1920, produced discrepant results which did not definitely point to the inferior quality of female intelligence. Yet these tests, like morphological brain studies which eventually concluded that the brain was the same in both sexes, did not quiet debate on the issue of female intelligence. Even up to 1920, traditional ideas of women's inferior mental abilities still found acceptance. Significantly, American feminists and antifeminists alike used scientific evidence in their arguments about the quality of female intelligence. Feminists such as Charlotte Perkins Gilman and Antoinette Brown Blackwell attempted to prove that woman possessed mental qualities on a par with those of man. Such antifeminists as Horace Bushnell tried to demonstrate the opposite. Although neither group derived consistent or pat answers from science, both groups used science as a propaganda tool. Theories on female intelligence followed scientific trends. In the nineteenth century, it was more common for scientists, popular writers, and antifeminists to boldly assert that females were decidedly inferior to males as regards, for instance, brain structure and hence intelligence. This boldness began to decline toward the end of the nineteenth century and into the twentieth century, with the result that definitive statements on the question appeared less frequently. But, nonetheless, traditional ideas on the inferior quality of the female mind, and the deleterious effect reproduction had on mental abilities, persisted, so that the biological determinism of Freudian psychology was easily accepted in the United States after 1920.

WE 003 691

Neeley, Sue Ellen

Sex Role Stereotyping as a Factor in Managerial Decision Making.

Affil—Arizona State Univ., Tempe.
Pub Date—78
Note—147p.; D. B. A. Dissertation
Available from—UMI, Order Number 7813368
Data Base ID—DAIAUG78; 39-1070-A
Descriptors—Administrative Personnel, *Administrator Attitudes, *Decision Making, *Test Validity
Identifiers—*Sex Role Stereotypes

The research encompassed a study of 10 organizations in the fields of retailing, finance, and manufacturing to investigate the operation of sex role stereotyping as an intervening factor in managerial decision making. An in-basket instrument was utilized to stimulate situations about which participating managers made decisions regarding male and female employees. The results of the research project indicated that managers did make different decisions when the situation under consideration portrayed a female rather than a male in an identical situation. The type of industry, however, did not appear to affect managers' decisions in these 10 organizations. This study demonstrates that a meaningful test of an elusive phenomenon, sex role stereotyping, can be conducted through the utilization of an unobtrusive measure, and that the results can be analyzed with rigorous statistical methods.

WE 003 692

Vance, Carmen Lee

Comparison of the Career Development of Women Executives in Institutions of Higher Education with Corporate Women Executives.

Affil—Indiana Univ., Bloomington.
Pub Date—78
Note—138p.; Ed. D. Dissertation
Available from—UMI, Order Number 7812980
Data Base ID—DAIAUG78; 39-717-A
Descriptors—*Administrative Personnel, Business, Higher Education, Individual Characteristics, *Vocational Development, Working Women
Identifiers—Queen Bee Syndrome

The problem of this study was to examine the personal background and career development of women in top level administrative positions in institutions of higher education and to determine similarities and/or differences between them and corporate women presidents, vice presidents, or presiding executive officers. The population of the study consisted of 138 women holding positions as presidents, vice presidents, chancellors, vice chancellors or provosts at accredited, nonprofit, public or private institutions offering two-year associate or four-year baccalaureate degrees, selected from the Education Directory 1975-76 Higher Education and appointments listed in 1975-76 Chronicles of Higher Education (Catholic Sisters excluded). Data on corporate women executives used in the comparison came from the dissertation Career Development for Women Executives by Margaret Hennig, Harvard, 1970. Questionnaires were mailed to those meeting the criteria, and the findings were based on the responses of 67 women. Education executives were younger and represented a wider range of ages. Business women were between the ages of 55 and 60; only 22% of the women in education were in that age range. Corporate subjects were only children or the first born in all-girl families of three children or less; education subjects were first born or only children in only 45% of the cases. Women in business came from aspiring middle-class families where the fathers held midlevel management positions in business and all the mothers except one were homemakers; some education administrators came from middle-class families, some from less affluent settings, where the fathers were engaged in a wider variety of occupations, and 27% of the mothers worked outside the home. The educational level of the parents of the corporate women was higher than that of the parents of the educational administrators. Women in both groups were high achievers and involved as leaders in elementary, high school, and college. Corporate women reported stronger relationships with their fathers than the education executives. Primary role models for the business women were their fathers; the primary role models for the education subjects were people other than parents and most often teachers or physicians. While corporate women majored in business, economics, and mathematics at coed institutions, educational administrators majored in liberal arts at both coed and women's colleges. Business women reported making clear cut career decisions when they chose their majors; educational executives indicated they did not plan for their careers (only 10 of the 67 aspired to careers in administration). Within three years of graduation, the business women worked in firms where they would become presidents or vice presidents; college administrators tended to change employers, several beginning at the elementary or secondary levels. Corporate women who married (about 50%) did so at later ages than education executives and never had children of their own. Of the 41 education executives who married, 30 reported having children, including 22 who gave birth. Fifty percent of the 30 stopped working to raise children. "Moratoriums" occurred in the lives of the corporate women which resulted in new approaches in interpersonal relationships, new maturity, and new commitment to corporate careers that actually prepared the women for final promotion. From the data available, it does not appear that moratoriums occurred in the lives of the education administrators. The Queen Bee Syndrome which was evident with the corporate women was not present with the education administrators.

WE 003 693

Seibert, Margret Ezzell

Attitudes of Members of the Association for Intercollegiate Athletics for Women toward Critical Issues in Athletics.

Affil—Indiana Univ., Bloomington.
Pub Date—78
Note—179p.; Ed. D. Dissertation
Available from—UMI, Order Number 7812978
Data Base ID—DAIAUG78; 39-755-A
Descriptors—Age Differences, Athletic Coaches, *Attitudes, Intercollegiate Programs, *Womens Athletics
Identifiers—*Association Intercollegiate Athletics for Women, Education Amendments 1972 Title IX, Title IX Education Amendments 1972

Because Title IX of the Education Amendments of 1972 prevents sex discrimination in education, women's intercollegiate athletic programs are receving increased funding, publicity, and pressure to win. The purpose of this study was to assess attitudes of voting members of the Association for Intercollegiate Athletics for Women (AIAW) toward critical issues in women's athletics. A survey was developed which contained 44 attitudinal items and two open-ended questions related to crucial issues and desired changes in governance of women's intercollegiate athletics. Surveys were mailed to all (817) voting members in late April 1977; 60.8% usable responses were received. To determine whether the survey response was representative of the AIAW population, a X x X statistic was computed. The sample was not significantly different from the total AIAW membership according to size of institution within region. Of the 497 valid cases in this study, 89.2% were females. The average respondent age was 38.2 years. To determine which of the attitudinal items produced the strongest response from AIAW members, the median of each item was examined. Agreeing that women's athletics will be better funded, the respondents strongly supported Title IX. They supported inclusion of revenue and nonrevenue producing collegiate athletics in Title IX; they strongly felt that neither male nor female athletic director should be subordinate to the other. To determine the attitudinal items which had elicited the most variable responses, semiinterquartile ranges were computed. The issues of recruitment, scholarships, and possible merger with the National Collegiate Athletic Association (NCAA) evoked the greatest variability of response. To determine the number of dimensions in the attitudes of AIAW members toward critical issues in women's intercollegiate athletics, factor analysis was employed. Five factors emerged and were assigned scale names–Attitudes toward Gender Differentiation in Intercollegiate Athletics, Attitudes toward Reorganization of AIAW Division, Attitudes toward Title IX, Attitudes toward Intercollegiate Athletic Philosophy, and Attitudes toward Multiple Sport Participation. To determine if there were any significant differences in AIAW member attitudes according to age of respondent and size of institution represented, multiple analysis of variance (MANOVA) was employed. The .05 level of significance was selected. The MANOVA revealed differences for both main effects (institutional size and age of respondent) and for the interaction of these effects. Responses of younger and older members were significantly different. The younger members were more supportive of recruitment, scholarship awarding, and division into scholarship/nonscholarship divisions. Small and large college responses were significantly different; their differences were spread across four of the five scales. Representatives from small and large colleges combined held significantly different attitudes than their junior/community college counterparts. The junior/community college members did not want to reorganize AIAW on the basis of scholarship awarding. Large and small college members were slightly supportive of the concept. Open-ended responses revealed general discontent of AIAW members; small and junior/community college members believed that their needs were neglected; large college members voiced desire not to have small colleges in control of the AIAW; a need for increased efficiency at national headquarters was reported. Members reported that Delegate Assembly, divisional structure, and financing of the organization and national championships need change. Over 75% of the respondents were of the opinion that AIAW should continue as a women's organization controlling women's intercollegiate athletics. Although an aura of discontent was apparent in the open-ended responses of members from all sizes of institution, all ages, and both sexes, the respondents desired change that would enhance AIAW responsiveness to membership needs. It appears that reorganization of the divisional structure is the primary concern for the association. Additional study may be needed to identify a satisfactory reorganization plan. Women's athletic programs are growing rapidly, and they need strong national direction. The members believe that AIAW can provide that direction if it can adapt to rapid change.

WE 003 694

King, Randall Howard

The Labor Market Consequences of Dropping Out of High School.

Affil—Ohio State Univ., Columbus.
Pub Date—78
Note—115p.; Ph. D. Dissertation
Available from—UMI, Order Number 7812352
Data Base ID—DAIAUG78; 39-986-A
Descriptors—Dropout Research, *Dropouts, High School Graduates, Job Training, *Labor Market, *Salary Differentials, *Success Factors, Tenure

Data from a national sample of young men and young women (the National Longitudinal Surveys) are analyzed in a multivariate framework to ascertain the extent to which high school graduation confers labor market benefits on youth in terms of their earnings, occupational status, and unemployment experience. Dependent variables are measured in 1971 (and 1968) for young men and 1973 for young women. The universe consists of youth who have left school between 1958 and 1970 (1960 and 1972 for females). Given the diversity of dependent variables and the fact that separate analyses have been made of young men and young women of each racial group, it is perhaps not surprising that the evidence is somewhat mixed. Nevertheless, the findings point to substantial labor market benefits for all race-sex groups during the first 13 years of labor market experience. While earnings differences between graduates and dropouts were generally not pronounced immediately upon leaving school, they became significant over the ensuing 13-year period–at least as measured in 1971. Thus, the age-earnings profiles of the graduates were steeper than those of the dropouts. The same generalization can be made with respect to occupational status in the case of male and female white youth; however, among blacks the difference in occupational status between graduates and dropouts actually shrank over time. For all groups of youth except the black females, graduates enjoyed a greater immunity to unemployment than dropouts, which widened over time. Among the black young women there was no appreciable difference. In the case of duration of unemployment, the early advantage of black male graduates and of both racial groups of women deteriorated over time, while there was little difference between white male graduates and dropouts. The contribution of high school graduation to labor market success occurs in part indirectly, as the result of its influence on training and tenure. That is, high school graduates were more likely to have received postschool training and to have built up greater job tenure than dropouts. Because training and tenure have strong independent effects on success, the graduates substantially increased their advantage by greater investment in these types of postschool training activities. One of the contributions of this study has been the use of a recursive model that allows the measurement of these indirect effects of schooling. The findings of the study indicate that single-equation labor market success models are likely seriously to understate the return to education if training and tenure are held constant. The evidence also suggests that measured returns to high school graduation vary depending on the economic climate at the time the measurement is made. Wage differences between male graduates and dropouts were analyzed for both 1968 (a relatively tight labor market) and 1971 (a relatively poor year). As expected, the position of dropouts relative to graduates was substantially better in the tight labor market than in the loose market of 1971. (This finding was also reflected in the rate-of-return-to-education calculations performed in the study.) Finally, there is evidence that the contribution of education to earnings is not linear (at least in a loose labor market); specifically, that completion of the 12th year and receipt of a diploma confers a greater advantage than completing any other single year of high school–except for white males. That is, while the years-of-schooling variable is the more important determinant of earnings for white males, completion of high school is more important for black males and both racial groups of young women. For the latter three groups there is a substantial discontinuity over time in the return to education at 12 years. This suggests that employers may use the high school diploma as a screening device for these groups. However, there is no evidence to support the screening hypothesis when the wage measurements were made for the male youth during the tight labor market of 1968.

WE 003 695

Lehr, Ellen

The Behavior of Women and Men in On–Going Task–Oriented Groups: An Exploratory Field Study.

Affil—Boston Coll., Chestnut Hill, Mass.
Pub Date—78
Note—232p.; Ph. D. Dissertation

Available from—UMI, Order Number 7819518
Data Base ID—DAIOCT78; 39-2013-B
Descriptors—Administrative Personnel, *Interaction, Sex Differences, Sex Role, Sex Stereotypes, *Task Performance
Identifiers—Mixed Sex Groups

This naturalistic observational study explored the interactional verbal behavior of professional men and women in task-oriented groups. It compared interactions of women and men in real-life work environments with commonly-held sex role stereotypes. Exploratory hypotheses based on previous sex role research were formulated to guide data analysis and interpretation. The research had two primary components–to study the effects of sex and hierarchy in professional task-oriented groups and to clarify and apply the Kantor/Lehr (1975) theory and coding system. The research design consisted of observing the decision-making meetings of four psychology departments, two with official male leaders and two with official female leaders. Selection criteria stipulated a relatively even sex ratio within the groups. There were 47 research subjects, 24 women and 23 men divided into three hierarchy levels–leaders, senior members, and junior members. In order to operationalize observations, the coding system based on the Kantor/Lehr theory was employed. A coding manual was developed encompassing four dimensions–the four player model, targets of action levels of interaction, and advocacy/inquiry. Utilizing the manual, a high degree of interscorer reliability (80-95%) was obtained between a male and female coder. Entire meetings were coded from audiotape recordings by the researcher/observer for a total of 1,000 acts per group. Because of the lack of independence of consecutive acts, data analysis relied on descriptive statistics and visual display of results in profiles and tables. When examining the behavior of women and men in task-oriented groups, two patterns emerged. One pattern featured differences in behavior between women and men. The other pattern consisted of similarities in behavior of all group members in task-oriented settings. Of these patterns, the second seemed to provide the basic determinant of task-oriented behavior on which the first was superimposed. Similarities of behavior in all four research groups led to a process description of task-oriented groups. The components of task-oriented groups, formulated in Kantor/Lehr terminology, included 1) high level of leader activity consisting of approximately one third of total group acts; 2) four player model proportions consisting of approximately 75% moving, 15% following, 6% opposing, and 3% bystanding; 3) preponderance of meaning, meaning/power, and power targets, with little addressing of affect targets (2%); 4) utilization of organizational and external levels of interaction, with little use of personal and interpersonal levels (10%); and 5) high amount of advocacy (83%) and less inquiry (17%). Overall differences between women and men were that women followed more than men, men opposed more than women, men preferred to address power targets whereas women preferred meaning targets, and women inquired more than men. Men and women did not differ in activity level, addressing of affect targets, or in preference for personal and interpersonal levels of interaction. These differences appeared to be less attributable to absolute sex differences, but rather seemed to reflect a progression based on the interaction of sex and hierarchy level. In acquisition of and comfort with task-oriented group skills, the following progression was proposed (from most to least competent)–male leaders, female leaders and senior men, senior women and junior men, and junior women. This slower acquisition and utilization of group skills by women may be accounted for by less extensive experience in task-oriented groups and fewer roles models. Some behaviors often attributed to women were also associated with low status. As their status was raised, women's behavior altered, moving gradually away from female stereotypes. Further study of sex role behavior in real-life settings was advocated.

WE 003 696

Hanlon, Judith Ellen

Contributions toward a Theory of Competence in Women.

Affil—Columbia Univ., New York, N.Y.
Pub Date—78
Note—193p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819348
Data Base ID—DAIOCT78; 39-1958-B
Descriptors—Affiliation Need, Attribution Theory, *Efficiency, *Individual Characteristics, *Locus of Control, *Mothers, Role Models, Sex Role, *Working Women
Identifiers—*Competence, *Homemakers, Married Women

This study explored subjective competence and incompetence in women engaged in homemaking and mothering roles. Previous writings on achievement or success in females have adhered to a limited, traditionally masculine conception of achievement. In contrast, this investigation examined women's competency experiences within White's (1959) theory of a broad, inherent motivation toward mastery and exploration. The study sought to elucidate the nature of experiences producing efficacy and inefficacy feelings in married women with children. The focus on this population derived from an interest in learning about the experience of women who occupy the traditional female role. Since this was a relatively unexplored area, the goal of the study was to generate rather than to verify hypotheses. The overall method was based on Glaser and Strauss's constant comparative method of qualitative analysis, in which theoretical concepts are generated and refined as data are collected, and in which procedures and subject choice can be controlled to facilitate theory generation. Data were collected through semistructured interviews, a central feature of which was the eliciting of critical incident descriptions of efficacy and inefficacy. Subjects were 24 married women with children, eight of whom were not employed (homemakers), eight of whom were employed in fields considered traditional for women, and eight of whom were atypically employed. Critical incident descriptions of competence repeatedly contained three elements–a sense of control, an optimal level of challenge, and a feeling of immersion in the task. These were hypothesized to constitute underlying conditions for experiencing competence. Apart from these commonalities, descriptions varied widely. Four dimensions along which they differed were identified: Object of Mastery referred to the aspect of the environment the subject was attempting to master; Resource Used referred to the skill employed in the experience, Source of Evidence referred to the nature of the evidence for determining competence or incompetence, and Recipient of Consequences referred to who benefits, or who is hurt, by the subject's competence or incompetence. The four dimensions were used to analyze subjects' experiences systematically. It was found that most frequently subjects aimed to affect other people, employed interpersonal skills toward achieving their goals, looked to the behaviors and moods of other people as evidence of competence, and stressed the advantages or disadvantages accruing to other people, rather than to themselves, as a result of their actions. This pattern was most characteristic of homemakers and least characteristic of women atypically employed. The latter more often aimed to affect the nonpersonal world, more often used skills other than interpersonal, more often pointed to their own behaviors or to effects achieved in the nonpersonal world as evidence of competence, and more often stressed consequences accruing to themselves. As an integrative framework for conceptualizing these contrasts, two prototypical competency modes were posited. Other-focused competence corresponded to patterns found most commonly in the sample as a whole, particularly among homemakers. Self-focused competence corresponded to patterns found more often in atypically employed women. These concepts were elaborated by exploring their relationships to other themes in the interviews, and by discussing problems potentiated by each mode. The findings were seen as offering a basis for more refined and focused research on subjective competence in general and on women's experiences in particular. They suggest the inadequacy of standard achievement and success models for understanding women. The data were interpreted as consistent with writings hypothesizing the interpersonal nature of female achievement and the relational quality of female ego organization in general, but as providing little support for the related suggestion that females achieve for affiliative rewards. Clinical implications and suggestions for future research were discussed.

WE 003 697

Welch, Mary Patricia

A Developmental Study of the Re–Definition of Sex Roles in Children.

Affil—De Paul Univ., Chicago, Ill.
Pub Date—78
Note—103p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819283
Data Base ID—DAIOCT78; 39-1973-B
Descriptors—Adolescents, Age Differences, Androgyny, *Identification (Psychological), Interaction, Self Concept, *Sex Role
Identifiers—Bem Sex Role Inventory, *Femininity, *Masculinity, Mixed Sex Groups, Sex Identity

The nature of sex role identification has come under close scrutiny in recent years with the rise of equal rights, women's liberation, and the gay movement. Theoreticians and researchers have proposed the concept of androgynicity which is defined as the possession of both masculine and feminine traits within the human being, regardless of the specific gender type. Thus, masculinity and femininity are viewed as two single dimensions, both of which are necessary and desirable for fully functioning individuals. Current research has shown that androgynicity is positively correlated with high self-esteem, creativity, and above average intelligence, whereas sex-typed individuals, particularly females, manifest inhibition and inadequacy. This brings into question the current socialization process which encourages sex-typing in individuals from an early age. Most of the research thus far has focused on college-age population and the results of the sex-typing process. This study examined the younger population and attempted to determine the nature of sex role identification and its susceptibility to change at that level. Children of the ages 10 and 13 from Midwestern parochial schools were pretested with the revised form of the Bem Sex-Role Inventory (BSRI). This test yielded a masculinity score and a femininity score. Based on these scores, the children were classified as undifferentiated, feminine, masculine, or androgynous. Subjects from each of these classificiations were then assigned to one of two experimental groups or to the control group. One treatment group listened to a prepared tape which advocated the principles of androgynicity. The second treatment group was given the information on androgynicity via their peers in a formal discussion. All groups were then retested on the BSRI. Chi-square tests for goodness of fit were conducted as well as a four-way analysis of variance with partial crossing. The four sex types classifications, namely, undifferentiated, feminine, masculine, and androgynous, were significantly different, indicating that children do have sex role identifications which are not necessarily identical to their biological gender. Undifferentiated and feminine-typed children did not significantly move toward androgynicity as was postulated. In fact, they showed strong resistance to change in their sex roles. The treatment conditions did not yield a significant main effect. However, the interaction of treatment conditions by sex types by score types was significant. The main movement and fluctuation occurred within the masculinity scale. Feminine-typed subjects tended to increase their identification with masculinity while masculine-typed subjects tended to lower their masculine identification. Age did not emerge as a significant factor in the study.

WE 003 698

Billingham-Parker, Katherine Anne

The Behavioral Manifestations of Fear of Success with Women and the Modification of Such Behaviors via a Modeling Procedure.

Affil—De Paul Univ., Chicago, Ill.
Pub Date—78
Note—153p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819279
Data Base ID—DAIOCT78; 39-1943-B
Descriptors—*Behavior Change, College Students, Competition, *Fear of Success, Modeling (Psychological), Self Concept, Task Performance
Identifiers—*Sex Identity, Spatial Relations

The present study was in part a replication of Horner's (1968) original fear of success study which involved determining whether fear of success imagery would predict subsequent achievement behavior. Specifically, it was predicted that high fear of success women would perform better on an anagrams task when working alone rather than in competition with a male, and that low fear of success females would perform better than high fear of success females on a space relations task. The second major purpose of this study was concerned with the clarification of the conceptualization of fear of success as a stable personality trait. It was the contention of this author that fear of success behavior is a reflection of a complex situational assessment which is influenced by one's sex role identity, the nature of the task, and sex of the competitive partner. If so, it would seem possible to modify fear of success behavior by manipulating the situation. Consequently, in this study it was predicted that behavioral manifestations of fear of success could be modified by having subjects view a modeling film which depicted women succeeding and receiving approval for their achievements. Specifically, it was hypothesized that high fear of success subjects viewing the modeling film would increase their performance more than high fear of success subjects viewing the control film. There were also two minor hypotheses, the first involved the prediction that traditionally feminine sex-typed females would be more likely to exhibit high fear of success, while women who were androgynous would be more likely to be low in fear of success. The second minor hypothesis stated that subjects with an androgynous sex role identity would perform better on the space relations task than subjects with a traditionally feminine sex role identity. One hundred and twenty females from undergraduate psychology classes at DePaul University served as subjects. Subjects were administered the Horner (1968) medical school cue and divided into two groups, low and high fear of success, based on their responses to the cue. Random assignment was then made to one of six groups–film (modeling, control) and competitive situation (with male or female competitor or alone). All subjects completed the space relations test alone, took the anagrams task under one of the competitive conditions, viewed either the modeling or control film, then were retested on the space relations and the anagrams test. Results of this study indicated that fear of success did not predict performance on the anagrams task, but low fear of success women were found to perform better than high fear of success women on the space relations test when both the scores of the pre- and posttests were combined. The film manipulation had no effect on either performance measure. In addition, sex role identification was not found to related to either fear of success or performance on the space relations task. Considering this study made refinements on the methodologies of earlier studies, yet found no behavioral manifestations, the theory of fear of success as suggested by Horner (1968) is questioned. An alternative conclusion is posed which involves the possibility of changing attitudes regarding female achievement influencing the behavioral manifestations of fear of success. The question of whether fear of success is a trait or situationally determined variable remains unanswered.

WE 003 699

Adams, Carol Hardy

Male Acceptance: Antidote to Fear of Success in Women?

Affil—Alabama Univ., University.
Pub Date—78
Note—142p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819158
Data Base ID—DAIOCT78; 39-2003-B
Descriptors—Competition, *Fear of Success, *Peer Acceptance, Racial Differences, *Rejection, Success Factors

The fear of success literature has focused on the role of fear of male rejection in arousing fear of success in women. A number of studies, however, failed to find lower performance in women competing with males as compared with females. Consequently, some investigators have hypothesized that fear of female rejection might play a prominent role in arousing fear of success in women. To compare these two positions, black and white college women competed in a manipulated feedback task with either a male or female confederate of the same race. Following feedback that the subject had solved three more anagrams than her opponent, the confederate acted either accepting or rejecting toward the subject. Presence or absence of fear of success was assessed following the experiment using Horner's original procedure of evaluating projective stories written to the Anne cue. A significantly higher percent of fear of success (65%) was found among black and white women who were rejected by female opponents as compared with the percent of those who were accepted by females (20%). No significant difference was found in percent of fear of success between women who were accepted or rejected by males. Women were also asked to attribute cause for own success and opponent's failure on the anagram task according to four factors–effort, skill, ease or difficulty of task, and luck. Attribution patterns indicated that when competing with a rejecting female, as compared to a rejecting male, women felt that they were faced with a more difficult task in which they had little personal control. The rejecting female, relative to the rejecting male and to the accepting female, was viewed as a more formidable opponent. Few race differences were found. Black, as compared with white, women tended to make more internal attribution for cause of own success when competing with males. There was no significant relationship between acceptance or rejection and preference for a male or a female in a subsequent experiment. Perception of man's ideal woman did not differ as a function of acceptance or rejection, sex of competitor, or race of subject.

WE 003 700

Acker, Sandra Sue

Sex Differences in Graduate Student Ambition.

Affil—Chicago Univ., Ill.
Pub Date—78
Note—Ph. D. Dissertation
Data Base ID—DAIOCT78; 39-2569-A
Descriptors—*Aspiration, Family Influence, *Graduate Students, Occupational Aspiration, *Sex Differences

Many writers consider research and publication central to the purpose of the graduate school. Consequently, it is worth examining whether women graduate students, along with men, develop ambition to do research and to publish. This dissertation compares men and women graduate students at one university and identifies conditions under which women equal or surpass men on a measure of career-related ambition. A typology of graduate student experience was developed to facilitate contrasts between views of students as socialization recipients and students as active participants; outcomes as relatively harmonious and outcomes as stressful and alienating. The literature on women's higher education yielded three typical explanations for their assumed lesser aspirations. Two are "individual level" (background and social-psychological characteristics; marriage and family commitments) and one "institutional level" (discriminatory university policies and attitudes). Models were then constructed by matching the socialization/resolution cell of the typology with the individual level explanations, and the socialization/tension cell with the institutional level explanation. These approaches were contrasted and then integrated. The strategy for the analysis was to compare the sexes on a series of individual and institutional variables, including ambition level, and then introduce selected controls into the sex/ambition relationship. A subsidiary analysis dealt with highest degree choice among women students. Questionnaires were mailed to a sample, stratified by sex and field of study, of 1300 graduate and professional students at the University of Michigan. Response rates were 76% for women and 73% for men. The main dependent variable, derived from factor analysis of several questionnaire items, was termed "scholarly eminence ambition." It reflected the graduate school ideology, including the desire to publish and to contribute to the field. Backgrounds of men and women were similar, while current family situations and university positions (e.g., degree programs) differed. Excluding law and medical students, for whom publishing was largely irrelevant, men were more ambitious than women (gamma = .348). Women's role orientation (a measure of sex role ideology), highest degree expected, and year of study were most important in specifying the sex/ambition relationship. Sex differences in ambition among Ph. D. students disappeared only after the first two years of study. For women, traditional views on women's role were especially inimical both to high ambition and to Ph. D. aspirations. In general, institutional level variables like highest degree expected and year of study seemed more influential than individual level ones, except sex role ideology. Variables like faculty sponsorship operated via degree expectations. Current family situations had only negligible effects on the sex/ambition relationship or on doctoral degree aspirations for women. Among variables identified as correlates of doctoral aspirations for women were mother's work pattern (full-time worker or dissatisfied homemaker) and parental closeness (not "very close"), both operating through sex role ideology. A model of influences on choices and outcomes for women graduate students was proposed. Two types of constraints were identified–cultural expectations and situational barriers. The impact of such constraints is mediated through students' interpretations and coping strategies. The dissertation concludes by raising questions about the future for graduate student women and suggesting directions for further research, especially intensive investigation of how women graduate students construct and interpret their experiences.

WE 003 701

Robinson, Omelia T.

Contributions of Black American Academic Women to American Higher Education.

Affil—Wayne State Univ., Detroit, Mich.
Pub Date—78
Note—247p.; Ph. D. Dissertation
Available from—UMI, Order Number 7816079
Data Base ID—DAIOCT78; 39-2094-A
Descriptors—*Black Achievement, Educational History, *Higher Education, Teacher Characteristics, *Women Professors
Identifiers—*Black Women

The purpose of the study was to compile a list of black American academic women who have made significant contributions to American higher education. This compiled list included 20 names of black American academic females born between 1800 and 1899 (historical academic female) and 122 contemporary black American academic females born in the twentieth century and currently connected with an institution of higher learning. The second purpose of the study was to examine the conditions under which the 122 contemporary black American academic women worked and the problems they faced. In the study, a historical approach was chosen to obtain the necessary information concerning the 20 females. A questionnaire was used to gather data about the 122 selected contemporary academic females with an administrative position, or with professor, associate professor, or assistant professor academic rank. The questionnaire research instrument consisted of closed-ended and open-ended questions. The major findings were: 1) Sixty-nine percent were born in a state located in the southern part of the United States. 2) Eighty-one percent received their advanced degrees from a predominantly white institution of higher learning. 3) The majority of the respondents were recipients of a number of distinctions and awards. 4) Only one black female from the research population stated that she had received an honorary degree. 5) The number of women in the study being appointed or hired as administrators, professors, associate professors, and assistant professors increased greatly after 1960, with the greatest increase between the years 1970 to the present (1978). 6) The respondents felt that affirmative action mandates as well as being both black and woman were prime reasons for the increased number of black women in academic positions in other than predominately black colleges. 7) The majority of the women listed some form of discrimination as the principal problem encountered while attempting to progress up the academic ladder. 8) Increased newly-opened availability of employment opportunities in higher education for black females was the most frequent reason given by the respondents. 9) Some of the research participants felt that being black and/or a woman was not helpful and was harmful, while others indicated that it did not pose a problem in pursuing an academic career. 10) The reported sources of greatest satisfaction were involvement with students and participating with and in the development and/or implementation of a program, curriculum, and research. 11) The three most frequent statements given for a philosophy of education and/or philosophy of life were being able to and instrumental in extending educational opportunities to others, enhancing one's total being through the education of the mind, and promotion of humanism. Conclusions were: 1) The historical woman worked under many disadvantages such as being black, being woman, and working in an area which initially had limited resources. 2) The historical woman seemed to be endowed with an internalized purpose and a deep sense of dedication. 3) The contemporary black American academic woman in higher education has several advantages over the historical academic woman. 4) The kinds of problems listed by the contemporary woman may be common to all women in higher education and not solely problems of black academic women. 5) The academic and spiritual preparation of young people participating in the development and/or implementation of curriculum and research was the greatest satisfaction of the contemporary black academic woman and probably was also that of the historical black academic woman. 6) The advances and academic conditions of American black academic women are better than 100 years ago and have been especially noted in recent years. The need for further research in this area does exist.

WE 003 702

King, Evelyn Moore

The Range Livestock Industry through Women's Eyes.

Affil—Texas A and M Univ., College Station.
Pub Date—78
Note—316p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817190
Data Base ID—DAIOCT78; 39-2485-A
Descriptors—American Literature, *Characterization, United States History
Identifiers—*Pioneers, United States (West)

The range livestock industry of the trans-Mississippi West, or some facet of this broad topic, has been the subject of several thousand published works, and numerous books on the subject continue to be published each year. Noticeably absent from the few literature surveys that have been published on the subject, however, is any general study of women on the range cattle frontier. The part that women played in connection with the range cattle industry has been largely overlooked, or at least underestimated. This study, based primarily on diaries, letters, journals, reminiscences, and other personal accounts written by women who lived on or visited western ranches, not only dispelled the myth that no woman ever went up the cattle trail, it showed that some women were economically involved in the cattle industry with full responsibilities for ranching operations. Not all women who lived in the cattle country were entrepreneurs, however, and the study included other aspects of the women's lives, such as their adaptation to the environment, their homes and details of daily activities, their social and cultural activities, and their attitudes regarding their experiences. Some comparisons were made between the ranchwomen and women who lived on army posts, in mining camps, and on farms. Comparisons were also made between the women in the range cattle country and fictional women characters in early twentieth century western novels. Although the women did admit to some hardships and privations, their writings tended to support the idea that life on the range was as wonderful and exciting as it has often been portrayed. Most women enjoyed the personal freedom they found in their life in the West and never had any desire to return to former homes in the East or South. They learned to create their own social and cultural activities, and because a ranch was often a beehive of activity and usually attracted numerous travelers and other visitors, ranchwomen were spared much of the loneliness which some of the other women in the West experienced. A ranchwoman often assisted her husband in the management of their ranch and was, therefore, well qualified to to continue the operation of the ranch in the event of her husband's death. This fact created economic opportunities for women on ranches which were not available to most women in the West. Some single women, however, also went into the cattle business. The success of these women entrepreneurs was often impressive. The study also showed that a number of women actively assisted with the ranch work on their own or their husband's ranch, and a few took their place beside men in the roundup or on the cattle trail. Women on the cattle trail and as ranch owners appeared in the novels of Emerson Hough and Zane Grey, and the schoolmarm of Owen Wister's "The Virginian" was an often repeated role for women in later western novels. That women actually filled these roles and often had experiences as interesting as any of their fictional counterparts was another surprising discovery found in the women's writings examined for this study. This study included a relatively small selection of accounts by women on the cattlemen's frontier; however, it is believed that as more accounts of these resourceful women appear, the women's own dramatic chapter in the history of the cattle industry in the American West will ultimately be appropriately recorded.

WE 003 703

Maslin, Audrey

Older Undergraduate Women at an Urban University: A Typology of Motives, Ego Development, Sextypedness, and Attitudes toward Women's Role.

Affil—Temple Univ., Philadelphia, Pa.
Pub Date—78
Note—513p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817327
Data Base ID—DAIOCT78; 39-2067-A
Descriptors—College Students, Demography, Higher Education, *Motivation, Racial Differences
Identifiers—*Reentry Students

The study was intended to contribute to a deeper understanding of older women who return to college (CEWs) at an urban university. The sample consisted of 250 female respondents to a five-part questionnaire who had been randomly selected from approximately 1,700 undergraduate women aged 26 or older enrolled in degree or certification programs at Temple University in the spring semester of 1976. The sample included 42% black women, 57% women whose household income was less than $15,000, 37% who were mainly self-supporting, and 50% who were not living in a marital relationship. Variables investigated included motives for returning to college, level of ego development, masculinity and femininity as separate dimensions, attitude toward women's role, and biographical characteristics (age, race, motherhood status, marital status, socioeconomic status (SES), financial and emotional support from others, and past, present, and future educational variables). Instruments used were the Sentence Completion for Women (Loevinger and Wessler), the Personality Attributes Questionnaire (Spence, Helmreich, and Stapp), the Feminism II Scale (Dempewolff), a newly constructed CEW Motives questionnaire, and a personal data form. Four research questions were designed to describe the composition of the CEW group in terms of the selected variables and to explore relationships among those characteristics; discover general motives underlying the specific reasons given by older women for continuing their education; discover recurring patterns of motives which might constitute motive-types within the group; and assess relationships between motive patterns and the selected psychological and biographical characteristics. A 70-item CEW Motives questionnaire, constructed to measure relative importance of reasons for continuing education, was shown to have adequate content and construct validity and test-retest reliability. Factor analysis of responses produced eight conceptually distinct and internally consistent motive-factors: 1) Counteractive, 2) Vocational, 3) Competence Recognition, 4) Family Advancement, 5) Self-Actualizing, 6) Social Recognition, 7) Humanitarian, and 8) Interpersonal Contact. Motive-factors 2 and 3 were most important to the group as a whole, and motive-factors 1, 6, and 8 were least important. Typal analysis of individuals' factor scores produced eight recurring motive patterns (types), each defined by the motives which were most important and unimportant to women of that type. Profiles of about two-thirds of the sample fit one of the types. Results of chi-square analyses of frequencies of biographical and psychological characteristics within motive-types allowed a tentative description of each type. It was concluded that a number of common assumptions of CEW characteristics (e.g., married, grown children, high SES) and attributions of motives (e.g., search for identity, empty nest blues, preparation for a belated career) may be unwarranted generalizations from portions of the population. Further investigation was suggested of a number of racial differences, such as lower level of ego development, more androgynous sextypes, less feminist attitudes, and nonvocational motives found in black CEWs, and of differences by race in relationships between motive-types and characteristics. Replication studies of motives, motive-types, and related characteristics were recommended before use of the CEW Motives instrument or present findings for counseling or placement of individuals. Other implications and recommendations for counseling, recruitment, and research with CEWs were noted, as were recommendations for further research in the theory and measurement of ego development, attitude toward women's role, and sextypes.

WE 003 704

Paul, William Gerald

Sex Differences in the Vocational Decision-Making Process.

Affil—Temple Univ., Philadelphia, Pa.
Pub Date—78
Note—130p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817334
Data Base ID—DAIOCT78; 39-2153-A
Descriptors—*Career Choice, Demography, Junior College Students, Sex Differences, Sex Role, Sex Stereotypes, Vocational Counseling
Identifiers—*Sex Identity

Counselors, of both sexes, have had traditional, narrow, and conforming notions of which vocational roles are appropriate for a given sex; therefore, counselors have been accused of counselor bias. One problem in research on vocational decision making has been that previous research has viewed vocational indecision from the simplistic and static perspective of whether one is decided or undecided. Another problem is the lack of research on sex differences either from the viewpoint of biological sex or sex role self-concept. The purpose of this study was to examine the relationship between biological sex, sex role self-concept with decidedness, satisfaction with one's decision, and type of choice (traditional vs. nontraditional choice). The hypotheses tested in this study were 1) Same sex-typed subjects would be more decided than androgynous subjects. 2) Same sex-typed subjects would be more satisfied than androgynous subjects. 3) Same sex-typed subjects would choose a traditional occupation more frequently than androgynous subjects. 4) Sex role self-concept would discriminate among groups composed on the basis of decidedness, satisfaction, and type of choice while sex would not so discriminate. The sample consisted of 220 college freshmen including both males and females from four community colleges. Subjects were administered a questionnaire tapping sex, decidedness, satisfaction, and type of choice and the Bem Sex-Role Inventory (BSRI), tapping sex role self-concept. The BSRI is constructed so that masculinity and femininity are independent subscales not bipolar. Since information is lost when performing a median split, sex role self-concept was also defined as a difference score (femininity scale score-masculinity scale score). For hypotheses 1-3, the four groups were used, and for hypothesis 4, a difference score was used to define sex role self-concept. Biological sex referred to the categories of females and males. The present study defined vocational choice in terms of whether one was decided, tentatively decided, or undecided about a career; whether one was very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with one's vocational decision or indecision; and if decided, whether one had chosen a traditional or nontraditional career. In addition, demographic variables were analyzed because it was impossible to control for them in the study. The demographic variables were subject's age, college attended, psychology class enrolled in, status, continuity, and years out of school if one did not continue directly. In terms of data analysis, the interaction hypotheses (hypotheses 1-3) were analyzed using univariate F tests from a multivariate analysis of variance. The discrimination hypothesis (hypothesis 4) was analyzed using step-wise discriminant analyses. The demographic variables were analyzed in supplementary step-wise discriminant analyses. None of the four hypotheses were supported by the data. Overall, the sample was mostly decided, satisfied, and most frequently chose a traditional career. Women were more decided and more satisfied than men. Biological sex discriminated among decidedness and satisfaction groups. Demographic variables had no effect on three decidedness groups and on traditional/nontraditional groups. There were no biological sex differences among traditional and nontraditional groups. Decidedness alone did not give us an accurate picture of the sample. When satisfaction was added, a more refined and more complex profile emerged. Community college students were more sex-typed than a Stanford University sample and more homogeneous than the Stanford sample. Since this study examined students' attitudes, it appears that community college students are decided, satisfied, and choose traditional careers. Women are more decided and more satisfied than men; future research is needed to explain this finding. However, research is needed to see if community college counselors' attitudes are congruent with their students' perceptions and to examine other college settings.

WE 003 705

Ivers, John Joseph

The Effect of Counseling Intervention and Academic Experience on the Vocational Maturity, Job Satisfaction and Self-Actualization of Adult Female Participants in a Federal Upward Mobility System.

Affil—Temple Univ., Philadelphia, Pa.
Pub Date—78
Note—137p.; Ed. D. Dissertation
Available from—UMI, Order Number 7817386
Data Base ID—DAIOCT78; 39-2064-A
Descriptors—Blacks, Experimental Programs, Government Employees, *Job Satisfaction, Occupational Aspiration, *Self Actualization, *Vocational Counseling, *Vocational Maturity
Identifiers—*Upward Mobility System

The present study is a cross-agency research effort on a new program, the Upward Mobility System (UMS) in Region III, U. S. Department of Health, Education and Welfare. This pilot program was designed by the Personnel Office of Region III to correct deficiencies in a former Upward Mobility Program identified by the General Accounting Office in 1974. Particular attention was given to improving the quality of the counseling services and to relating academic experience to target opportunity positions. No generalizations may be made beyond Region III, DHEW, and the 100 female trainees in the program. Assumptions of this study include the belief that vocational maturity involves a process which continues across the life span, that the ability to acquire knowledge remains stable through the middle years, and that vocational maturity, job satisfaction and self-actualization are amenable to influences from career counseling and academic experiences. Three hypotheses were tested in this study: 1) There would be no difference between the training and comparison groups in vocational maturity, as measured by the Career Development Inventory (CDI), as a result of counseling and college. 2) There would be no difference between the two groups on global measures of job satisfaction, promotional expectation and general career development, as measured by the Job Satisfaction Questionnaire (JSQII), as a result of counseling and college. 3) There would be no difference between the two groups in self-actualizing tendencies, as measured by the Personal Orientation Inventory (POI), as a result of counseling and college. The sample included 25 female federal employees of Region III, DHEW, actively enrolled in the UMS for one year called the training group. Twenty-five female federal employees of Region III, recently selected for the UMS, but who had received no counseling or college before completing research protocols, were matched with the training group subjects on demographic characteristics. These were called the comparison group because they were selected from an intact group. A chi-square on the demographic variables of the matched pairs showed no significant differences. The research design is an expost facto, descriptive study with intact groups. Statistical methodology consisted of MANOVAs, ANOVAs, t-tests, chi-squares and Pearson r coefficients from the Statistical Package for the Social Sciences (1975). The hypothesis of no difference between the research groups on the CDI was accepted. Vocational maturity profiles showed much vocational immaturity in both groups. Differential effects of the program were found for white and black subjects. The black subjects decreased in their CDI scores after one year, while the whites increased. Perhaps the black subjects, seeking success in higher education, found the first year of college a time of crisis (James, 1974). The hypothesis of no difference between the groups on the Job Satisfaction Questionnaire was rejected because of significantly higher scores by the comparison group on supervisory concern, counseling as a help to career focus and definite expectations of the UMS. A within-group analysis of the training group showed them less sure of college as a help to a career goal, less sure of counseling as a help, and less clear about their expectations. However, the majority of the training group still felt positive about their participation in the program. Counseling may have had a therapeutic effect if the trainees became aware that their goals lacked clarity. The hypothesis of no difference in self-actualizing tendencies of the research groups was rejected because significant differences were found for the comparison group. Older employees showed declining scores over the first year, and black subjects decreased in feeling reactivity. This research effort must be considered the initial phase of a three-year study tracking the training group through graduation from the Upward Mobility System. Counseling and college seem to have been somewhat facilitative of growth into more realistic career goals and expectations.

WE 003 706

Wallace, Ronald Elton

A Study of Differences in Occupational Interest and Familiarity of Fourth, Fifth and Sixth Grade Gifted Boys and Girls.

Affil—Temple Univ., Philadelphia, Pa.
Pub Date—78
Note—86p.; Ed. D. Dissertation
Available from—UMI, Order Number 7817416
Data Base ID—DAIOCT78; 39-2188-A
Descriptors—Age Differences, Career Awareness, Elementary School Students, *Gifted, Sex Differences, Vocational Counseling, *Vocational Interests

It was proposed that the following questions be investigated: 1) Is there a difference between gifted fourth, fifth, and sixth graders with regard to their interest in occupational clusters? 2) Is there a difference for gifted boys and girls with regard to interest in occupational clusters? 3) Is there a difference between gifted fourth, fifth, and sixth graders with regard to familiarity of occupational clusters? 4) Is there a difference for gifted boys and girls with regard to familiarity of occupational clusters? The following hypotheses were tested: 1) There is no difference between gifted fourth, fifth, and sixth graders with regard to interest in occupational clusters. 2) There is no difference for gifted boys and girls with regard to interest in occupational clusters. 3) There is no difference between gifted fourth, fifth, and sixth graders with regard to familiarity of occupational clusters. 4) There is no difference for gifted boys and girls with regard to familiarity of occupational clusters. Interest was operationally defined as the likes and dislikes in the same occupation or class, typically revealed by an interest test. Familiarity was defined operationally as the student's level of knowledge about various occupations. It indicates how familiar the respondent feels he is with the career. A Comprehensive Assessment

Scale was used to measure the interest and familiarity of 15 occupational clusters as defined by the United States Office of Education. Subjects were fourth, fifth, and sixth graders in the gifted program in one of the 28 intermediate units. The Coordinator of the Gifted Program instructed the staff in the administration of the instrument. One hundred eighty subjects were chosen by stratified random sampling. There were no nonwhites in the groups studied. Membership consisted of mixed male and female students from middle to upper middle class with limited membership from the lower middle class. Students were from both rural and suburban areas. The hypotheses were tested using a univariate F-ratio from the Statistical Package for the Social Sciences. Results of statistics supported the need for counseling of the gifted in career exploration and the most extensive planning to motivate gifted to learn about these careers and accurate information on which to base their opinions. Mean scores for fourth graders were higher than either fifth, or sixth graders, suggesting a decrease in interest and familiarity from fourth to sixth grade. Overall mean scores for grade level were low for interest and familiarity. Girls were more familiar and more interested in occupations than boys, supporting the literature which indicates that mature occupational interests and familiarity correlates with the feminine sex. Because of the low scores for interest and familiarity, it was recommended that the intermediate unit develop a more formal career education curriculum at all levels of the mentally gifted program. It was further recommended that the study be conducted with gifted students in an urban school district, including other racial and socioeconomic groups.

WE 003 707

Combs, Jeanne Marie

Career Development Processes of Undergraduate and Graduate College Women.

Affil—Florida Univ., Gainesville.
Pub Date—78
Note—128p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817434
Data Base ID—DAIOCT78; 39-2083-A
Descriptors—Career Choice, Family Influence, *Graduate Students, Role Models, *Undergraduate Students, Vocational Counseling, *Vocational Development

The main purpose of this study was to improve the understanding of the process of college women's career development. In order to discover the various parameters that affect this process, a vocational questionnaire was sent to 250 currently enrolled undergraduate women in their senior year of college and 250 currently enrolled graduate women in master's, specialist's, doctoral, law (J.D.), and medical (M.D.) programs. In the questionnaire, the respondents were asked to discuss their perceptions in nine major areas which included their perceptions of the attitudes of their parents, peers, and role models concerning women's career options; their own plans to participate in the labor force; their desire to combine career and marriage; their emphasis on career planning; their perception of obstacles in their life plans; their perceptions of advice qiven to them about their life plans; their choice of vocational role models; their life plans and conflicts perceived in those plans; and their occupational fantasies. In order to analyze the results of the questionnaire stepwise multiple regression analysis and content analysis were used. The results revealed several important findings that are useful for counselors. In 24 of the regression analyses, evidence was found that a significant relationship existed between the attitudes of parents, peers, or role models concerning women's career options and the respondents' attitudes about their career development. In the questions where content analysis was used, the findings suggest that women feel that combining career and marriage is important for them and that these activities may sometimes conflict with one another. It was also found that college women utilize female role models to a greater extent than male role models. College women have a variety of concerns that center around their career development needs. Implications for counselors are presented and discussed.

WE 003 708

Mishra, Chaitanya Sharma

Sex, Race, and Occupational Inequalities in the United States.

Affil—Florida Univ., Gainesville.
Pub Date—78
Note—155p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817451
Data Base ID—DAIOCT78; 39-2558-A
Descriptors—Access to Education, *Equal Opportunities (Jobs), Industrialization, Labor Force, Racial Discrimination, Sex Discrimination, Slavery, Social Influences, *Success Factors

Inequalities in the extent, the level, and the type of occupational participation among the four sex-race groups, i.e., white males, white females, black males, black females, in the United States are viewed as determined by differential sociocultural constraints, differential facilities for achievement, and differential opportunities for education. Sociocultural constraints are conceptualized as exerted at two levels–the societal level and the occupational-role socialization level. Three specific sources of societal constraints are identified, and their effects on occupational attainments are considered. First, the effects of traditional stratification systems, under which males and politically and economically powerful groups, essentially white males, exercise general dominance over white females, black males and black females are discussed. Second, the effects of the social organization of slavery and industrialization are discussed. Third, the effects of labor force segmentation are discussed. Mother's education, father's education, father's occupational prestige and siblings are taken as indicating differential levels of facilities for achievement. Their effects on occupational attainments of the sex-race groups are discussed. Finally, educational access and educational participation (in higher education) are seen as indicating levels of educational opportunities and their effects on occupational attainments of the sex-race groups are discussed. Data on levels of achievement facilities, educational opportunities, and occupational attainments are principally derived from U. S. Census Bureau reports and National Opinion Research Center General Social Survey of 1973, 1974, and 1975. It is argued that positivistic-functionalistic accounts of occupational inequalities are invalid because such accounts fail to consider occupational inequalities in a historical-structural framework. As a result, the conceptualization of occupational inequalities in such studies is generally reified and their explanations are generally teleological. It is suggested that studies of occupational inequalities should explicitly incorporate historically-generated sociocultural constraints in occupational attainment models and analyze their effects on occupational attainments of the sex-race groups.

WE 003 709

Thomas, Peter Charles

Risk-Taking Behavior of Fourth Grade Children as a Function of Decision Style, Locus of Control, and Sex.

Affil—Georgia State Univ., Atlanta. School of Education.
Pub Date—78
Note—199p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817584
Data Base ID—DAIOCT78; 39-2159-A
Descriptors—*Decision Making, Elementary School Students, Grade 4, *Locus of Control, Sex Differences
Identifiers—*Risk Taking

Risk taking is often involved in the decision-making process. Risk-taking situations require an individual to select one of many alternative choices. The uncertainty associated with each choice and the prospect of positive or negative outcomes create the risky character of the decision situation. Kagan has categorized children's decision styles as either reflective (Slow Accurate) or impulsive (Quick Inaccurate). These response styles are similar to those exhibited by individuals in risk situations. Slow Accurate children respond more slowly and make fewer errors when making decisions. The Quick Inaccurate children respond more quickly and make more errors when making decisions. (Less is known of the remaining decision groups–Quick Accurate and Slow Inaccurate). This reflection-impulsivity dimension appears to be relevant to risk-taking behavior. However, review of the literature reveals no significant relationships between it and risk-taking behavior. The degree to which individuals feel they have control over task outcomes has implications for the type of risk they will demonstrate (conservative, intermediate, or "risky"). It is also crucial for the instigation of reflection. Differences in risk taking related to individuals' perception of their control over decision outcomes might be hypothesized. Locus of control (LOC) research does indicate that internal LOC individuals differ in their risk-taking behavior from external LOC individuals. However, a review of literature revealed inconsistent results regarding LOC variables and risk taking. This study examined risk taking as a function of decision style groups (Slow Accurate, Quick Accurate, Quick Inaccurate, Slow Inaccurate), LOC variables (internal and external), and sex. Risk taking was studied under both chance and skill conditions. It was hypothesized that children categorized as Slow Accurate, Quick Accurate, and Internal would prefer intermediate risks under both task conditions; that Quick Inaccurate children would prefer conservative risks; and Slow Inaccurate "risky" risks under both conditions. Externals were hypothesized to prefer conservative risks under chance conditions and "risky" risks under skill conditions. No significant differences between boys and girls were hypothesized under either condition. The sample population of 160 children was classified on the basis of decision style, LOC, and sex. Children were assigned to either the chance or the skill-oriented task. The chance task was a toggle switch game. The skill task was a toy basketball game. Decision style was measured by the Matching Familiar Figures task (Kagen et al., 1964) and LOC was measured with the Nowicki-Strickland Locus of Control–Children's Scale (1973). The decision style groups and the LOC groups were compared against an intermediate risk value. Differences between sex groups were also computed. Analyses of the results revealed that only the Slow Accurate children selected the risk preferences hypothesized. The remaining decision style and LOC groups selected risks which were risky under chance conditions and intermediate under skill conditions. No significant differences were found between boys and girls under chance conditions. A significant difference was found under skill conditions. Boys preferred a more conservative risk. No significant differences among the means were revealed between the four decision-style groups or the LOC groups. Significant differences were revealed for decision style-LOC interaction groups under chance conditions. Although variations in risk-taking behavior attributable to the three independent variables and their interactions were obtained, no overall significant variations were revealed. Until more substantive data are obtained, it will be difficult to derive direct implications for the purposes of educational instruction or material development.

WE 003 710

Erickson, Susan Southard

Sex Differences in Self-Disclosure as a Function of Content Disclosed and Sex of Interviewer.

Affil—Texas Univ., Austin.
Pub Date—78
Note—162p.; Ph. D. Dissertation

Available from—UMI, Order Number 7817632
Data Base ID—DAIOCT78; 39-2141-A
Descriptors—College Students, Psychological Characteristics, Sex Differences, *Sex Role
Identifiers—Femininity, Masculinity, *Self-Disclosure

This study was a further investigation of sex differences in self-disclosure, focusing on male/female differences in self-disclosure as a function of the content of the thoughts and feelings to be revealed. It was suggested that traditional definitions of masculinity and femininity restrict the expression of sex-inappropriate aspects for both men and women, constraining male disclosure of "feminine" thoughts and feelings, such as weakness and tenderness, and female disclosure of "masculine" aspects, such as strength and toughness. Since self-disclosure has been linked both theoretically and empirically to positive mental health, constraints on the disclosure of aspects of the self would presumably have implications for the psychological well-being of men and women. In addition to the influence of content on the disclosure of males and females, this study investigated the influence of sex of listener on self-disclosure and the relationship between the acceptance of traditional sex role attitudes and beliefs and disclosure. Fifty-eight subjects, 31 female and 27 male undergraduate students, participated in this interview and questionnaire study of self-disclosure. All subjects were randomly assigned to either a same-sex or an opposite-sex interviewer. During a brief audiotaped interview, subjects were asked to reveal their thoughts and feelings in four central areas–positive thoughts and feelings about others (tenderness), negative thoughts and feelings about others (toughness), positive thoughts and feelings about the self (strength), and negative thoughts and feelings about the self (weakness). Subsequently, subjects completed questionnaires providing information on the perceived ease/difficulty of interview disclosure, the extent of disclosure in the four areas to the interviewer and to close friends, and sex role attitudes and beliefs (the FEM Scale). Interview audiotapes were transcribed and scored for length, depth, and depth x length of self-disclosure. Analyses of variance used on interview and questionnaire scores provided no evidence of male/female differences in self-disclosure in accord with sex role learning. Further analyses indicated that the sex of interviewer influenced self-disclosure, but only when subjects were asked to disclose positive thoughts and feelings about themselves. Men and women who were paired with a same-sex interviewer disclosed more (depth x length) and reported greater ease of disclosure than men and women paired with opposite-sex interviewers. Correlation coefficients were used to determine the relationship between sex role attitudes and disclosure. One significant relationship was encountered. For men, disclosure of negative thoughts and feelings about the self was related positively to nontraditional attitudes. The findings of this study did not support the hypothesis that men and women differed in their self-disclosure based on the sex role appropriateness of the content. For this college sample, the hypothesized disclosure patterns did not occur, suggesting that sex role may neither constrain nor encourage self-disclosure, at least in an interview setting.

WE 003 711

Phillips, Cheryl Wendy

A National Needs Analysis of Campus–Based Women's Centers: Implications for Higher Education.

Affil—Massachusetts Univ., Amherst.
Pub Date—78
Note—171p.; Ed. D. Dissertation
Available from—UMI, Order Number 7818039
Data Base ID—DAIOCT78; 39-2207-A
Descriptors—*Higher Education, *Needs Assessment, Surveys
Identifiers—*Womens Centers, Womens Educational Equity Program

The emergence of women's centers is a phenomenon of the last decade. Though the number of women's centers has increased greatly, there has been little systematic study of them. The present research provides new information on the current needs and issues with which women's centers must concern themselves. Under the auspices of the Women's Educational Equity Project (WEEP), a national needs survey of campus-based women's centers was conducted. A major goal of the survey was to describe the current status of women's centers in terms of identifying unique characteristics, commonalities and differences, programs offered, types of administrative support and funding patterns. A second major goal of the survey was to provide data that would identify the specific needs of women's centers, particularly in relation to their ability to develop programs, obtain funding and gain administrative support. In addition, the following questions were posed to reveal interrelationships in the data: What relationship exists among the identified women's centers in terms of needs and resources? In what ways do these needs relate to the demographic characteristics of the host institutions? The present study consists of two studies. The first component is a national needs survey; the second is a Massachusetts statewide nonrespondent follow-up study. The needs survey was mailed to each of the known campus-based women's centers in the United States (n=386) to obtain information about perceived needs, organizational issues, budget, and administrative support, as well as to reveal demographic data. The response rate to the survey was 37.6%. The survey data suggest that women's centers have the potential to act as advocates for all groups of women on campus in the realm of academics as well as in student life and financial affairs. And, too, centers have the potential to develop programs whenever significant issues or topics arise. Women's centers also address a more diverse population than that typically reached by traditional college or university services. Given this ability to represent and respond to diverse groups, to develop varied programs and to address a wide range of needs, women's centers hold remarkable potential. They are capable of providing a common ground where the needs of various populations can be safely expressed, and where solutions and resources can be called upon from across major organizational lines within the institution. The information from the present research is potentially useful in defining specific problems so that strategies may be designed to overcome them. In this way, it will help to make women's centers more effective. Women's centers have the potential to address the needs of a wide range of women and thus make valuable contributions in the struggle for educational equity. However, several ongoing problems seem to impede their full effectiveness–a lack of information or the resources, experiences, accomplishments, and strategies of successful centers; a lack of experience in program and organizational development; insufficient funding to conduct programs; and problems in dealing with campus administrators. If women's centers are to fulfill their potential for bringing about equity on college and university campuses nationally, then their needs for greater skills in organizational and program development and budget preparation must be met.

WE 003 712

Laird, Nancy Lynn

The Evolution of Competitive Distance Running Programs for Women in the United States.

Affil—Houston Univ., Tex.
Pub Date—78
Note—148p.; Ed. D. Dissertation
Available from—UMI, Order Number 7818229
Data Base ID—DAIOCT78; 39-2127-A
Descriptors—Athletics, *Competition, *Running, *Track and Field, *Womens Athletics

The purposes of this study were to examine the forces which have affected the development of competitive sports for women in the United States and to trace the growth and progress of women's middle distance track programs and the opportunities for women to compete in cross-country and distance running events, in light of the identified forces that have impact upon these areas of special emphasis. Specifically, the study sought to determine: 1) Selected forces which have repressed/promoted the concept of women as legitimate competitors in distance running events; 2) historical evaluation of the program in the United States, in light of identified factors which have influenced the growth of the distance running program in the United States; 3) unique problems that women have encountered as the programs have expanded; 4) present status and progress of the sport in the United States; 5) benefits and prospects of the program; and 6) conclusions and recommendations for the continued improvement (in numbers and in quality) of the women's distance running programs throughout the United States. The investigation was needed in order to convey a greater understanding of the continued expansion of competitive opportunities for women in athletics, to contribute to the image of women's distance running as a legitimate athletic activity and to stimulate more interest in program building, to provide a timely link with the growing interest in women's athletics, to convey an awareness of women's distance running programs in the United States and to give recognition to an improved level of American participation in international competition, to make one aware of the changes in the law that have permitted an expansion of women's participation in competitive athletics, and to emphasize the awareness of the broadening roles and opportunities for women in careers related to athletics. The study was divided into six chapters. Chapter I introduced the topic of women's distance running. Chapter II presented a review of related literature by major time periods and in terms of the forces which have affected the development of women's sports programs in the United States. Chapter III analyzed the material reviewed in Chapter II. Chapter IV was divided into two main sections. The first section presented a historical report of the development of women's distance running programs in the United States. The second section was organized according to the forces of major significance which have affected running as a sport. Chapter V related the analysis of women's sports programs in general to competitive distance events. Chapter VI presented a summary, conclusions, and recommendations. Of the myriad of forces affecting changes in society and culture, four broad areas–sociocultural, educational, economic, and political–were identified as significantly influencing the development of women's sports programs in the United States. This study revealed the following trends in women's distance running programs: 1) A receptive attitude by society towards women as legitimate competitors in distance events; 2) an increase in opportunities to compete in organized school and club programs; 3) improved access to facilities and equipment; 4) the addition of more distance events to the national program; 5) rapid increase in participation and improvement in performances; and 6) increased interest in female distance runners as primary subjects for physiological, sociological, historical, and psychological research.

WE 003 713

Baron, Michael Philip

The Cumulative and Immediate Effects of Unstructured (Journal) and Structured (Bipolar Checklist) Self–Evaluative Writing upon Self–Evaluation and Self–Actualization of Male and Female College Students.

Affil—New Mexico Univ., Albuquerque.
Pub Date—78
Note—311p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819274
Data Base ID—DAIOCT78; 39-1930-B
Descriptors—*Check Lists, College Students, *Di-

aries, *Self Actualization, Self Concept, *Self Evaluation

Recognizing the widespread use of journal keeping, divergent views of the process, and the dearth of formal attempts to study the process, it was the purpose of this study to introduce a means of objectively studying the journal keeping process and to investigate some of the purported effects of this process. More specifically, this study sought to determine the cumulative and immediate effects of unstructured and structured self-evaluative writing upon self-evaluation and self-actualization of male and female college students. Unstructured self-evaluative writing consisted of involvement for four weeks in daily journal keeping. Structured self-evaluation consisted of involvement for four weeks in filling out self-evaluative bipolar checklists daily, or Daily Semantic Differential keeping. Self-evaluation was measured by the total score of a 15-item semantic differential assessing "the way you feel or see yourself right now." Self-actualization was measured by the two basic scales of the Personal Orientation Inventory, i.e., Inner Directed Support and Time Competence. Cumulative effects were assessed in terms of gains (inferred from adjusted posttest scores) and absolute changes yielded from pre- to posttesting. The immediate effects (only of journal keeping upon only self-evaluation) were assessed by comparing the Daily Semantic Differential scores of one group which filled out only these bipolar checklists against another group which filled out the checklists after their daily entries. The immediate effects of journal keeping were assessed also in terms of day-to-day variability in self-evaluation scores on each of the 15 items of the checklist. The subjects were 78 students (39 males, 39 females) enrolled in introductory psychology at the University of New Mexico. A pretest-posttest control group design was utilized where students were randomly assigned to one of four conditions–journal keeping alone group, daily semantic differential keeping alone group, journal with semantic differential keeping group, and control group. Journal keepers were to devote at least 10 minutes a day to writing their thoughts and feelings at the moment they were writing as well as to consider their thoughts and feelings on their days' events. They were assured that the experimenter would not read the content of their journals but that he would simply count the number of days no entries were made by having the students flip through their journal pages in the experimenter's presence. Students were not required to give their journal to the experimenter. After 28 days, daily unstructured self-evaluative writing (i.e., journal keeping) was not shown to yield statistically significant cumulative effects upon self-evaluation of self-actualization. During the 28-day period, daily journal keeping was not shown to yield statistically significant immediate effects upon self-evaluation. The findings run contrary to the assertions frequently made in the literature. The data did, however, tentatively suggest that what gains journal keeping may yield are more likely to be immediate and transitory rather than cumulative. Daily structured self-evaluation (i.e., filling out self-evaluative bipolar checklists), however, did yield significant cumulative effects upon changes in self-evaluation and, for women, changes in self-actualization. Among checklist keepers, women, as well, had greater gains in self-actualization than men. The structured format of the bipolar checklist required the student to focus on their feelings and self-perception, contributing to these significant effects. Journal keepers, however, may have avoided focusing upon their internal states opting instead to simply log external events. Women were more negative and more variable in their day-to-day self-evaluations than men. Self-evaluations were higher during pre- and posttesting than during the intervening 28 days. Of those who volunteered to submit their journals or offer comments about their participation in the experiment, most indicated that their involvement in self-evaluative writing (unstructured or structured) was a positive experience. Both journal keepers and daily semantic differential keepers cited increased self-awareness as an advantage to the process. Some involved in journal keeping saw journals as a means to express their feelings, particularly upsetting ones.

WE 003 714

Riegler, Elliot

The Effect of Pre-Treatment Instructions and Sex of Roleplayer on the Assertive Training of College Females.

Affil—Alabama Univ., University.
Pub Date—77
Note—143p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818891
Data Base ID—DAIOCT78; 39-1966-B
Descriptors—*Interpersonal Relationship, Perspective Taking, Undergraduate Students
Identifiers—*Assertiveness Training, Sex Bias

This study investigated the effects of varying pretreatment instructional set and sex of roleplayer on assertive behavior. Female college undergraduates who identified themselves as having difficulty responding assertively on a self-report questionnaire, the Rathus Assertiveness Schedule, were provided assertive training via modeling-coaching-roleplaying technique. Three measures were used to assess assertive behavior. The first was the RAS, a pencil-and-paper test. A second measure was the behavior roleplaying test, a series of six interpersonal situations requiring an assertive response. Lastly, six additional interpersonal situations were administered following the posttest administration of the behavioral roleplaying test as an estimate of generalization. A posttreatment questionnaire was also administered to assess the subject's perception of experimental purpose, estimate of treatment benefit, attitudes toward assertiveness, and self-rating of posttest performance. Seventy-two female volunteers were randomly assigned to one of six groups–male roleplayer-positive expectancy; female roleplayer-positive expectancy; male roleplayer-neutral expectancy; female roleplayer-neutral expectancy; video tape control; and assessment control. Subjects in the first four groups received two sessions of assertive training. Subjects in the video tape control group received two minilectures on the topic of assertive training. Those subjects in the assessment control group were administered only the pretest and posttest measures but did not receive training. Analyses of variance were performed for all three measures, using difference scores (posttest minus pretest scores) on the RAS and difference scores on the overall assertiveness rating of the behavioral roleplaying test and the generalization situations. No treatment effect was demonstrated on the RAS, although the posttest scores increased an average of 11 points over the pretest scores. Each of the four assertive training groups performed significantly higher than either of the two control groups on the behavioral roleplaying test while only the male roleplayer-positive expectancy group was found to be superior to either of the control groups on the generalization situations. A significant main effect on pretreatment instructional set was found on both the behavioral roleplaying test and the generalization situations, with the positive expectancy superior to the neutral expectancy. There was no sex of roleplayer during training main effect, but subjects responded significantly more assertively to the female roleplayers than the male roleplayers on the behavioral roleplaying test. While there was no main effect for either of sex of roleplayer variables on the generalization situations, a significant interaction between these two variables was found. Thus, subjects trained by a male roleplayer responded significantly more assertively to the female roleplayer during posttesting than those trained by a female roleplayer. A stepwide discriminant analysis on the difference scores of the six behavioral components of assertiveness and the overall assertiveness measures from both the behavioral roleplaying test and the generalization situations was performed. Two variables, overall assertiveness and loudness on the behavioral roleplaying test, were found to differentiate effectively among the six groups. Chi-square analyses of the posttreatment questionnaire indicated that subjects in the experimental treatments had a more accurate understanding of the purpose of the study than those subjects in the control conditions. While similar results were found on two items questioning the subject's perception of benefit from the treatments, the postexperimental nature of the questionnaire makes this data difficult to interpret. Implications and recommendations generated by the present study were discussed.

WE 003 715

Witecki, Margaret Ann

An Exploratory Investigation of the Rod and Frame Test Sex Difference from a Psychology of Women Perspective.

Affil—New York Univ., N.Y.
Pub Date—78
Note—236p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818475
Data Base ID—DAIOCT78; 39-1974-B
Descriptors—*Cognitive Style, College Students, *Perception Tests, Psychological Tests, *Sex Differences
Identifiers—Field Dependence, *Rod and Frame Test, *Spatial Relations

Critical reviews of psychological research done with a feminist perspective have frequently questioned the accuracy and utility of generalized interpretations of mean differences between samples of males and females on psychological tests. An example of such a generalized interpretation is the suggestion that males tend to be more analytical than women. This sex difference has been included within a variety of theoretical orientations but has not always been supported empirically. Research done on H. A. Witkin's differentiation theory has consistently reported significant mean differences between groups of males and females on the Rod and Frame Test (RFT). This test is considered to be a test of field independence (FI), the ability to overcome an embedding context in perceptual behavior, which is thought to be a reflection of differentiation. Because this dimension is considered to be an analytical cognitive style, mean differences between males and females on this task have been interpreted as indicative of a generalized sex difference, with males tending to have a more analytical cognitive style than females. This interpretation is questionable because it assumes that between sex group mean differences are determined by the same factors which contribute to construct relevant within group variance. Sherman's approach to understanding the FI sex difference as a reflection of a sex difference in spatial ability, which is not generalized to an analytical cognitive style, and which is related to participation in male sex-typed activities, together with Guilford's SI model of cognitive behavior, guide the empirical portion of this study. As predicted by Sherman's approach, groups of 50 college males and 50 college females were found to behave quite similarly on SI tasks which require cognitive processes similar to those required by the FI tasks but which are set in symbolic (NST) and semantic (NMT) content. Sex differences on tests of NST (Word Transformations) and NMT (New Uses) were not significant. Significant sex differences favoring males occurred only on tests of SI figural abilities–CFT (Block Rotation), MFT (Front-view Recognition) and NFT (Hidden Figures). The RFT sex difference favoring males approached significance at $p = .07$. The Articulation of Body Concept Scale, a nonperceptual measure of differentiation, yielded a significant sex difference favoring females. Performance on a test of a nonanalytic spatial ability, CFT, which is similar to tests of spatial visualization, was found to be substantially involved in the RFT sex difference. More explora tory findings included a difference in abilities required by the two differentiation tests, RFT and ABC; a lack of a relationship between RFT and various aspects of sex-typed socialization for males while for females RFT was primarily related to sex-typed Interests; and an interaction between RFT performance and visual muscular defects such as "lazyeye." When two out of range extreme field dependent females were removed from the sample, sex differences on several measures of RFT performance were reduced to nonsignificance. The results of the study were interpreted as supportive of Sherman's approach to understanding the FI sex difference as reflecting a sex difference in spatial ability rather than a generalized cognitive style. It is suggested that future research focus on the development of sex differences in spatial visualization during the junior high school years by examining the relationships between cognitive abilities, participation in particular activities, the development of stereotypic attitudes, expectations, and self-judgements, and the institutional and environmental components of the sex role system. This study also includes a selected review of the history of research on sex differences and a discussion of some of the methodological problems which have been encountered in the theoretical study of similarities and differences between males and females.

WE 003 716

Hobish, Toby Tesser

A Study of Selected Psychological Factors Related to Completion or Non-Completion of the Doctoral Dissertation among Male and Female Doctoral Degree Candidates.

Affil—New York Univ., N.Y.
Pub Date—78
Note—211p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818137
Data Base ID—DAIOCT78; 39-1934-B
Descriptors—*Achievement, *Doctoral Theses, Graduate Students, *Individual Characteristics, Motivation, Sex Differences, Socialization
Identifiers—Masculinity

The framework of the study was derived from a theory of achievement motivation that posited that successful completion of the dissertation would be a function simultaneously of the achievement tasks embedded in the dissertation requirement and achievement-related personality characteristics elicited by these tasks. The personality variables that were isolated for investigation were achievement via independence, level of masculinity, and level of socialization. These variables were selected from an historical and cultural perspective that has traditionally viewed doctoral study as a male sex-typed achievement area and from sex role socialization theory that suggested that males in our society may be more systematically socialized to bring to the dissertation process the personality predispositions that facilitate its completion. The sample for the study was comprised of 121 male and 118 female participants who were recruited from two large, private, urban schools of education, and who were classified, a priori, by degree status. Degree status was defined by level of attainment in regard to completion of the dissertation. Participants who had been awarded the Ph. D. degree were designated as Successful Degree Candidates (SDCs); those who had completed all requirements for the Ph. D. degree, except for the dissertation, were designated as All But Dissertation Candidates (ABDs). Data were collected by means of a mailed questionnaire. This included a Personal Survey Questionnaire, the Bem Sex-Role Inventory (BSRI), and three scales of the California Psychological Inventory (CPI), achievement via independence, achievement via conformance, and socialization. Only the masculinity scale of the BSRI and the achievement via independence and socialization scales of the CPI were used for hypothesis testing. This study predicted that a specific configuration of the selected personality variables would be differentially related to SDC and ABD status for males and females. Specifically, it was hypothesized that SDCs would score higher than ABDs on achievement via independence and level of masculinity, regardless of sex. These hypotheses were supported. It was further hypothesized that there would be an interaction between sex and degree status in regard to level of socialization; male SDCs would score significantly higher than male ABDs, and female SDCs would score significantly lower than female ABDs on the socialization scale. The hypothesis in regard to males was supported; the hypothesis was not supported for females. Essentially, the results of the study indicated that the task-related variables functioned effectively in distinguishing significant differences between SDCs and ABDs and between male and female SDCs. Differences between male and female ABDs were not distinguished. Variability between males and females was accounted for mostly by sex interacting with degree status rather than by sex differences, per se. Supplementary analyses were performed to determine the relationship of achievement via conformance and femininity to SDC and ABD status for males and females. Neither variable functioned as a significant factor in this regard. Among the many implications suggested by the findings of this study, two were of major importance. First, the study indicated the relevance of investigating personality characteristics as factors related to attrition at dissertation stage of doctoral studies. Second, the study supported the formulation that achievement behavior is a function of personality and task variables operating simultaneously, rather than as a behavioral tendency generalized across achievement tasks.

WE 003 717

Mills, Carol Jane

Sex-Role-Related Personality Correlates of Intellectual Ability in Adolescents.

Affil—Johns Hopkins Univ., Baltimore, Md.
Pub Date—78
Note—309p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817959
Data Base ID—DAIOCT78; 39-1936-B
Descriptors—Adolescents, Androgyny, *Cognitive Ability, Gifted, *Intelligence, Mathematics, Psychological Characteristics, Sex Differences, *Sex Role, Verbal Ability
Identifiers—Femininity, Masculinity

The purpose of this dissertation was to examine the relationship between personality variables associated with sex roles and the cognitive variables of math and verbal ability in young adolescents. Masculinity and femininity of interests, personality traits, and values were examined using three inventories–the Femininity Scale from the California Psychological Inventory, the Bem Sex-Role Inventory, and the Study of Values. Three groups of adolescents (an intellectually-gifted group, a private school group, and a public school group) were tested. Sex roles are a set of normative expectations assigned on the basis of gender, including behavior, interests, and traits. Sex differences in personality that constitute a central part of such sex roles appear to be related to sex differences in intellectual abilities. The nature of the relationship between personality and intellectual variables, however, is unclear. There is evidence that cross sex-typing (defined as the possession of characteristics more often associated with the opposite sex) may be related to intellectual ability in a positive manner. This evidence comes from bipolar measures of masculinity-femininity constructed on the assumption that masculinity is the absence of femininity and vice versa. The more contemporary view of masculinity and femininity as two independent dimensions suggests that what was considered "cross sex-typed" is not necessarily the absence of those characteristics associated with one's own sex, but may be the integration of both masculine and feminine characteristics. It was proposed that a positive relationship would be found between masculine behavioral traits and math scores, particularly for girls; while the same relationship would be found between feminine behavioral traits and verbal scores, particularly for boys. "Masculine" values were also predicted to be positively related to math ability and "feminine" values with verbal ability, but for both sexes. The relationship between masculinity or femininity scores on the Femininity Scale of the CPI (reflecting interests to a large degree) and cognitive ability was expected to reflect some cross sex-typing (a positive relationship between scores toward the masculine end of the scale and intellectual variables for girls; a positive relationship between scores toward the feminine end of the scale and intellectual variables for boys). Results indicate that there is some evidence for a positive relationship between masculine traits and math skill, and feminine traits and verbal skill (regardless of sex). In addition, high masculine values were generally positively related to high math scores, while high feminine values were generally positively related to high verbal scores. Cross sex-typing on the Femininity Scale was especially evident for gifted boys. Certain traits indicative of maturity were found, in some instances, to be positively related to both high math and high verbal scores, while certain highly sex-typed traits and interests were found to be negatively related, in some instances, to both cognitive variables. A different relationship for males and females was found between high intellectual scores and scores indicative of self-concept and emotional well-being. The different relationship between each of the three personality variables indicative of sex roles (e.g., interests, values, traits) and cognitive variables emphasizes the need to view masculinity and femininity, as well as sex role identity, as a complex combination of the many different aspects of sex roles as they exist in our society. Individual aspects of the masculine or feminine sex role may be positively related to intellectual ability or individual cognitive skills, while a highly stereotypic sex role as reflected by a dichotomy of all aspects along sex or gender lines may be negatively related.

WE 003 718

Gonzalez, Anna Marie

Psychological Characteristics Associated with Biculturalism among Mexican American College Women.

Affil—Texas Univ., Austin.
Pub Date—78
Note—149p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817643
Data Base ID—DAIOCT78; 39-2007-B
Descriptors—Adjustment (to Environment), Androgyny, *Biculturalism, College Students, Mexican Americans, *Psychological Characteristics, Self Esteem
Identifiers—Femininity, Masculinity

Ramirez's biculturalism model (1978) suggests that individuals who identify with more than one culture (i.e., bicultural) are more psychologically sophisticated and have more flexibility in areas of personality functioning than individuals who identify with one culture. This investigation was designed to examine Ramirez's model by studying the relationship between biculturalism and the psychological variables of self-esteem, psychological masculinity/femininity, and self-perceived stress. The sample consisted of 180 Mexican-American college women who completed a revised form of the Biculturalism Inventory (Ramirez, Casteneda, and Cox, 1977), the Personal Attributes Questionnaire (Spence, Helmreich, and Stapp, 1974), a short form of the Texas Social Behavior Inventory (Helmreich and Stapp, 1974), and the Stressful Life Experiences Inventory (Gilbert, 1977). For the purpose of statistical analyses, the subjects were classified into three bicultural groups–traditional, balanced, and atraditional–and into four categories of psychological masculinity/femininity–androgynous, masculine sex-typed, feminine sex-typed, and undifferentiated. The distribution of the present sample among the four M/F categories was found to be significantly different from the normative sample of Anglo college women (Spence and Helmreich, 1978). The present sample had larger percentages of androgynous and masculine sex-typed and smaller percentages of undifferentiated and feminine sex-typed women than the normative sample of Anglo college women. Results of a series of chi-square analyses showed that overall, biculturalism and psychological M/F are not significantly related. In addition, there was not a significantly greater proportion of balanced biculturals who were androgynous than either traditional or atraditional biculturals. However, there was a significantly higher proportion of traditional biculturals who were androgynous than atraditional biculturals. Results of an analysis of variance showed no significant overall differences among the three bicultural groups on self-esteem. However, consistent with Spence's findings (1975), there was a significant difference among the four M/F categories on self-esteem. Androgynous subjects reported the highest self-esteem, followed in order by the masculine sex-typed, feminine sex-typed, and undifferentiated. Additionally, there was a significant interaction effect between biculturalism and psychological M/F on the dependent variable, self-esteem. Finally, results of an analysis of variance showed no significant difference between the three bicultural groups on stress as measured by the feeling powerless and the social isolation scales (Gilbert, 1977). In addition, results showed no significant difference between the four masculinity/femininity categories on the stress variable.

WE 003 719

Aitchison, Douglas Wayne
Sexism and Sexual Discrimination.
Affil—Waterloo Univ. (Ontario).
Pub Date—78
Note—Ph. D. Dissertation
Data Base ID—DAIOCT78; 39-1927-B
Descriptors—•Discriminatory Attitudes (Social), Negative Attitudes, •Sex Discrimination, Sex Role, •Sex Stereotypes
Identifiers—Canada, Femininity, Masculinity, •Status of Women

A review of the literature on sex roles revealed that sexual discrimination is practiced against both sexes in different forms but with serious consequences for both. From birth to old age, men are constrained to hostile, competitive, stressful, high status roles while women are trained to accept with passivity roles with lower status but greater safety. In their roles, men accept not only higher status but also higher rates of death and disability at earlier ages. Women may verbally reject their lower status but relatively few risk their security by rejecting the feminine sex role. A series of studies was conducted to investigate sexual discrimination on the basis of the preceding analysis. Our culture was found to be sexually discriminatory and to wish to remain so, although preference for decreased sexual inequality was manifested. Males and females differed in their preferences, with the differences always consistent with males preferring masculine status superiority. Authoritarianism was correlated with a similar support for continued masculine status superiority. Females reported greater intrinsic enjoyment of feminine sex roles than did males, while neither sex expressed stronger intrinsic enjoyment in masculine roles. Adams' (1963) equity theory would suggest that in this type of situation, it will be generally regarded as more equitable for women to enact lower status feminine roles since they enjoy them more. Males appeared motivated to enact masculine behaviors more by the extrinsic motive of social status than by intrinsic enjoyment. Neither males and females nor sexists and sexual egalitarians demonstrated significantly greater knowledge of sexual discrimination against women. Indeed, only one subject in 183 overestimated the degree of sexual discrimination against women in Canada. Analysis of variance of this effect revealed that subjects were not merely ignorant of sexual discrimination but reported believing much more strongly in the absence than in the presence of sexual discrimination against women (F1,162=1218.14, p .001). Such ignorance and perceptual distortion can provide an excellent explanation for the apparently conflicting views supporting and rejecting sexual discrimination revealed throughout these studies: The advantages of sexual discrimination can be enjoyed by failing to perceive its existence. When subjects were asked to comment on women's intelligence within a questionnaire, males expressed a less positive view than females. Yet when a possible competition with either a male or a female was anticipated, the same subjects' opinions reversed. Although males reported less respect of females' intellectual abilities in general, females had less respect for other women when anticipating a competition. While males believed that they possessed both intellectual strengths, e.g., mathematics, and weaknesses, e.g., verbal abilities, females perceived men as consistently more able than women. Females stereotyped both sexes to a degree to which males did not. Neither subtle nor direct encouragement to consider the extent of sexual discrimination against women significantly influenced females to sign a petition for women's rights, although more women signed than men. Only subtle encouragement to consider sexual discrimination produced an increase in the number of men signing the petition. A persuasive communication had no further effect. The results obtained in these studies supported the view that sexism is a direct correlate of sexually discriminatory attitudes, while sex is related to discriminatory attitudes in a very complex fashion. Groups which wish to avoid sexual discrimination might be advised to recruit sexual equalitarians of both sexes.

WE 003 720

Schweitzer, Nancy J.
Sex-Typing in the TAT Stimulus.
Affil—Columbia Univ., New York, N.Y.
Pub Date—78
Note—159p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819427
Data Base ID—DAIOCT78; 39-2157-A
Descriptors—Androgyny, College Students, •Role Perception, Sex Role, •Test Bias
Identifiers—Sex Bias, •Sex Role Stereotypes, •TAT Stimulus

The purpose of this investigation was to examine the possibility of sex role stereotyping in the TAT stimulus. The experimental hypotheses were concerned with three issues–1) whether the male and female figures were perceived as differing in psychological androgyny and social desirability; 2) whether the male and female forms of the test pulled for different conflicts or needs; 3) whether the characteristics of the raters, specifically the sex and androgyny of the raters, influenced the raters' perceptions of the figures in a systematic manner. A heterogeneous group of 83 college students (38 male and 45 female) from four colleges were selected as raters. Each subject rated 16 TAT figures randomly selected from a pool of 34 and himself/herself on the Bem Sex-Role Inventory (BSRI). For the BSRI self-ratings, androgyny was scored using both the androgyny t-ratio and median split scoring systems. Perceived androgyny of the TAT figures was measured by the androgyny t-ratio only. Of the 83 students, 20 also rated themselves and 16 TAT figures on four need scales derived from the Adjective Checklist (ACL), Dominance, Aggression, Affiliation, and Nurturance. The results indicated that college students did differ in their perceptions of the male and female TAT figures on the variables of psychological androgyny and social desirability. On the cards classified as suitable for both sexes by Murray during the TAT's development, the male and female figures were perceived as differing in androgyny and social desirability. On the cards suitable for same sex only, the male and female figures differed in androgyny but not social desirability. College students did not perceive the male and female figures as differing in nurturance, affiliation, and aggression. While they did perceive the figures as differing in dominance, this result was not interpretable. Androgyny of rater, using both scoring methods, was not an influence on the subjects' perceptions of the TAT figures when cross-sex (masculine females and feminine males) were eliminated from the data analysis. Other subject variables such as age of rater and college attended did not systematically influence the perceptions of the figures. Sex of rater was an influence only when the female figures were considered alone and when adrogyny of rater was scored using the t-ratio. The results of this study suggest that the TAT is a sex biased instrument in that men and women are portrayed in stereotyped roles without sufficient counterbalancing of nontraditional roles; and the male and female forms of the test are not matched in terms of their stimulus characteristics relevant to sex role functioning. Further research might thus concern itself with the development of an "ideal TAT" in which men and women are portrayed in both traditional and nontraditional roles, and where the sex and sex role of the central figure of the cards are systematically varied. Since the TAT stimulus has been found to be sex-typed, clinicians who use the TAT to assess sex role functioning, and who apply a set of interpretive rules which assume same-sex identification as the behavioral norm, may be conducting sex biased evaluations. Clinical application of the TAT, as it is used in psychotherapeutic practice today, should therefore include a card-by-card assessment of the stimulus pull of the figures, and cards should be selected for administration on the basis of the relevance of the card to the subject, rather than on the basis of same-sex gender of the figure in the card.

WE 003 721

Lagemann, Ellen Condliffe
A Generation of Women: Studies in Educational Biography.
Affil—Columbia Univ., New York, N.Y.
Pub Date—78
Note—357p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819374
Data Base ID—DAIOCT78; 39-2486-A
Descriptors—Biographies, •Educational History, Historiography, •Womens Education
Identifiers—Dodge (Grace), Nathan (Maud), O Reilly (Leonora), Schneiderman (Rose), Wald (Lillian)

This is a study in the history of women's education. It has three purposes: 1) To portray the education of Grace Dodge (1856-1914), Maud Nathan (1862-1946), Lillian Wald (1867-1940), Leonora O'Reilly (1870-1927), and Rose Schneiderman (1882-1972); 2) to describe the forms of education commonly significant to women of the progressive generation; and 3) to explain the way in which one can structure a life history to focus on education. Chapter I is a discussion of educational biography. It sets forth the importance of an explicit definition of education in a study of this kind; it explains why it is useful for the purposes of educational biography to conceive of education as a process of interaction by which individual potential is activated, shaped, or channeled and a change thereby produced in the self; and it delineates the concepts that allow one to recover this process within an individual life. Chapter I also places educational biography within the context of more traditional approaches to biography and locates this study within the historiography of education and of women. The five subsequent chapters are educational biographies. In each case, the full life of the woman under consideration is surveyed to determine which experiences were educative and how these various experiences related to one another. Throughout, the emphasis is on what was learned in different settings and from different personal relationships and encounters. Thus, Dodge's term as president of the National Board of the Young Women's Christian Association is seen as the culmination of her experience at home and in school and of her work for the State Charities Aid Association, the Working Girls' Association, and Teachers College. Nathan's years as president of the New York Consumers' League are presented as both the outcome of earlier ambitions and as the source for her mature "prophetic" role. Wald's work at the Henry Street Settlement is described as an expression of familial attitudes, refined by professional training and collegial exchange. O'Reilly's participation in the Women's Trade Union League is related to her impassioned allegiance to the labor movement and to the conflict between feminism and trade unionism that was the result of her earlier experience. And Schneiderman's years as president of the National Woman's Trade Union League, as a New Deal advisor, and as Secretary of the (New York) State Department of Labor are viewed as a continuation of the wish to be a teacher that had energized her education from beginning to end. Chapter VII describes the patterns or the common modes of education that emerge when the educational biographies of Dodge, Nathan, Wald, O'Reilly, and Schneiderman are placed in relief; analyzes these within the social, economic, and cultural contexts that shaped them; and argues that these forms were characteristic of the education of progressive women in general. Hence, parental pedagogy is related to middle-class notions of domesticity and to working-class mobility aspirations; mentor relationships are connected to nineteenth century attitudes toward female friendship and to the vocational opportunities available to this generation of women; a social feminist consciousness is linked to life experience and to sororal teaching; and "educative style" is presented as both a source for and an outcome of education. The study points out that the education of progressive women was largely dependent on teachers outside of institutions primarily designed to educate and that the advantages and disadvantages of this kind of education had a direct effect on the achievement of progressive women and on their ability to understand its full significance.

WE 003 722

Kasl, Elizabeth Swain

Relationship of Undifferentiated Interests and Sex-Role View of Self to Vocational Development in Re-Entry Women.

Affil—Columbia Univ., New York, N.Y.
Pub Date—78
Note—169p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819363
Data Base ID—DAIOCT78; 39-2066-A
Descriptors—*Interests, Self Concept, Sex Role, *Vocational Development
Identifiers—Reentry Students, Reentry Workers, *Sex Identity

This investigation is based on Super's psychodynamic theory of vocational development. The study focuses on the first two stages and tests the model that inadequate growth will impede exploration. Super's theory was developed to explain the vocational behavior of adolescent males; recently there have been attempts to apply its principles to adults who are involved in career "recycling." Because this study population is a group of adult women, the investigation contributes to this effort. The measure of growth used is differentiation of interests. Since adolescence is the period when interests are differentiated, Erikson's work is used to provide a model for the psychosocial dynamics of adolescence. This is also a period when sex role identities are formed. A theoretical formulation was developed which links sex role identity formation in adolescent girls to differentiation of interests. The subjects are 91 women engaged in various reentry activities at four two-year colleges and 15 working women recruited from a career management seminar. Questionnaire data are collected at three different times—1) beginning of program; 2) close of program, or eight weeks after first measurement for those not in an organized program; and 3) nine months after program. A random sample of subjects was also interviewed at Time 3. Growth is operationally defined as differentiation of interests as coded from the Strong-Campbell Interest Inventory (SCII). The method of coding adapts a procedure developed by Korn and Parker for the SVIB-M. Profiles are classified on a dimension of flat vs. nonflat as follows: 1) No primary or secondary elevation, 2) secondary elevations, 3) one primary elevation only, or 4) not only one primary elevation, but additional primary or secondary elevation(s). Hypotheses predict that interest differentiation will relate at Time 1 to vocational maturity, certainty of self-concept, and sex role view of self; at Time 2, to ability to set short and long term goals. Two more hypotheses predict that ability to act on goals by Time 3 will be affected by interest differentiation and sex role identity. Further, it is hypothesized that women with poorly differentiated interests will not gain in vocational maturity at Time 2 or 3. Finally, it is predicted that women who have failed at Time 3 to carry out goals set at Time 2 will lose self-esteem. The SCII and Bem Sex-Role Inventory are collected at Time 1; the Career Development Inventory Adult Form I and Rosenberg Self Esteem scale are repeated measures. Other measures are questionnaire items developed for this study. Results show that interest differentiation is significantly related statistically to sex role identity at Time 1 and to vocational maturity at all three times. The relationship with certainty was not significant. Findings related to goals and self-esteem are in the opposite direction. Reasons are discussed. One major explanation is that the goals set were more exploratory than the investigator had anticipated, that is, more appropriate to the given level of vocational maturity. Interview data is used to provide case history illustration of the empirical findings. In addition to its theoretical significance, the study has important counseling implications for use of the SCII. Although profiles belonging to the two "flat" categories appear to be almost identical clinically, differences were established in this investigation. At Time 1 the two groups were indistinguishable on the dependent variables, but at Time 3, they were different.

WE 003 723

Davis, Margaret Carol

Women Administrators in Southeastern Institutions of Higher Education.

Affil—Alabama Univ., University.
Pub Date—78
Note—267p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819168
Data Base ID—DAIOCT78; 39-1945-A
Descriptors—*Administrative Personnel, *Educational Administration, *Higher Education, Individual Characteristics, Working Women
Identifiers—United States (Southeast)

Never has the role of the qualified woman (whether required by law or merited by her own competence) been more recognized, supported, and rewarded. Because of societal and legal developments, a career in the predominantly male area of higher education administration now is open to women. To make a wise career choice, the discriminating woman must have knowledge of her options; as a result of this study, the discerning woman can obtain information which will assist her either in rejecting or in choosing a career in administration of higher education. There is a dearth of material on the profile or the advantages and problems of today's woman administrator in higher education. Unlike her male counterpart, who is easily identified in "his" traditional role, the woman administrator requires special consideration. Unless advantages are recognized, they cannot be appreciated and utilized. Likewise, an unperceived problem cannot be eradicated until it is isolated and treated. This research was designed to ascertain information about the woman administrator in large southeastern institutions of higher education. Two questionnaires were utilized. The first one was sent to 204 women administrators in 21 institutions within a nine-state area. A second instrument was distributed to those women who had indicated a willingness to participate in Phase II of the study. Data gleaned from Phases I and II were used to build an information base about women administrators; this base had two parts. The first presented a profile on the woman administrator's personal background, education, and career; the second part contained information about the advantages and problems of the woman administrator in higher education in 1977.

WE 003 724

Faulkner, Margaret Estelle

The Sex-Role Orientations of Women Intercollegiate Coaches in Eight Sports.

Affil—University of Northern Colorado, Greeley.
Pub Date—78
Note—155p.; Ed. D. Dissertation
Available from—UMI, Order Number 7819017
Data Base ID—DAIOCT78; 39-2125-A
Descriptors—*Athletic Coaches, College Faculty, *Sex Role, Sex Stereotypes, Working Women

The problem of this investigation was to determine the sex role orientations of a selected sample of women intercollegiate athletic coaches in the United States. Three subproblems of this study were to determine whether sex role orientation, as measured by the Personal Attributes Questionnaire (PAQ), was significantly related to the sport coached; whether sex role orientation was significantly related to years of coaching; and whether sex role orientation was significantly related to the cluster of four sports socially-defined as more acceptable for participation by females and the cluster of four sports socially-defined as less acceptable for participation by females. The subjects were 480 intercollegiate women coaches randomly selected from "The National Directory of College Athletics (Women's Editions)." The Personal Attributes Questionnaire (PAQ), developed by Spence and Helmreich, was used to assess sex role orientation. A separate cover letter, investigator-prepared information sheet, IBM answer sheet, self-addressed return envelope, and sharpened number two pencil were mailed with the PAQ to each subject. The original letter and the follow-up postcard produced a return of 51% of the questionnaires. The respondents were geographically representative of the original sample. The application of chi-square as a test of independence was calculated for the variables under investigation. The .05 level of confidence was established for analysis. The four PAQ classifications were androgynous, masculine, feminine, and undifferentiated. Within each of the four PAQ classifications, responses were further divided into above and below the median on M-F scale scores. The M-F scale scores have been correlated with measures of self-esteem, and those higher on M-F are also higher on self-esteem. The results strongly suggested no difference exists between years of coaching and sex role orientation or between the sport coached and the coaches' sex role orientation. There was no significant difference between the sport cluster and sex role orientation of women intercollegiate athletic coaches responding to this investigation. There was a significant difference between the observed and expected sex role orientation of the respondents. Forty-eight percent of the subjects were androgynous, 27.8% masculine, 8.6% feminine, and 5.7% undifferentiated. There was a significant difference between the observed and expected sex role orientation above and below the median on M-F scale medians. The results indicated that the responding coaches were above the median on M-F scale scores within each sex role orientation category. The M-F scale scores correlate positively with measures of self-esteem. Of the respondents 51.4% were in the higher classification of above the median on M-F scale scores within the androgynous sex role classification.

WE 003 725

Homans, Margaret Beverly

Studies in the Feminine Poetic Imagination: Dorothy Wordsworth, Emily Bronte, and Emily Dickinson.

Affil—Yale Univ., New Haven, Conn.
Pub Date—78
Note—232p.; Ph. D. Dissertation
Available from—UMI, Order Number 7819009
Data Base ID—DAIOCT78; 39-2229-A
Descriptors—Imagination, *Language Usage, Nineteenth Century Literature, *Poets
Identifiers—Bronte (Emily), Dickinson (Emily), *Femininity, Sex Identity, Wordsworth (Dorothy)

How does the consciousness of being a woman affect the workings of the imagination? The nineteenth century provides an appropriate locus for addressing this question because the Romantic tradition makes it difficult for any writer to separate sexual identity from writing. This dissertation explores the ways in which three representative women poets, textually conscious of their femininity, respond to a literary tradition that depends on and reinforces the masculine orientation of language and of the poet. Leaving aside the question of the social pressures that must also have strongly affected them, this dissertation considers the ways in which this response affects the domain of the imagination, which includes rhetoric, choice of subject matter, and the poet's identity as a poet. Following an introductory chapter there is a chapter on each of the three poets. The introduction sketches those aspects of literary tradition that would have participated in the women poets' definitions of themselves as feminine. In Romantic poetry, the imagination is central, making the natural world subservient to itself, and nature (among other figures of desire) is characterized as feminine and maternal. The women poets manifest a conflict between the desire to identify with the figure of Mother Nature and the need to reject her because, as a model for the self, she is antithetical to poetic identity. Genesis defines language as a specifically masculine power of creation, and both Emerson and Coleridge adopt this tradition in their theoretical writings on poetry, making the poet the inheritor of the Logos. Even the structure of ordinary language reinforces a hierarchy in culture that has been disadvantageous to women writers. The major effect of Dorothy Wordsworth's sense of her femininity is a fragmentation of poetic identity. Caught between her brother's love for a feminized nature and her own distrust of maternal figures, Dorothy's poems exhibit a self that voluntarily dissolves in the presence of powerful nature. Her choice not to construct a center of power in the self or to subjugate the natural world may prevent her from writing poems in her brother's tradition, but her restraint permits her, in her prose journals, to write descriptions of nature that are at once visionary and free from projection or internalization. Emily Bronte's response to the tradition is to characterize poetic power as a masculine figure who is partly but not entirely assimilated into her own identity, so that imaginative experience is often as threatening as it is ecstatic. Poetry may also originate in the imitation of nature, but maternal nature constantly threatens to preempt the poet's voice. Both sources of poetry remain alien. Writing prose in "Wuthering Heights," however, Bronte is able to abandon poetry's requirement for a powerful and central creative identity and to displace the feminine characterization of nature. Dickinson's success as a poet may turn on her knowledge that sexual identification need not be restrictive. She makes use of her eccentric position outside the masculine tradition to discover that all language is figurative, and therefore that the traditions of Romantic writing that hinder Dorothy and Bronte need not be taken as necessary truths. She undoes the hierarchical nature of language and then uses that rhetorical advantage to criticize hierarchy in relations between the sexes.

WE 003 726

Wheeler, Darlene Whitecotton

Some Educational Needs and Aspirations of Rural Women Educators in Selected Areas of South Mississippi.

Affil—University of Southern Mississippi, Hattiesburg.
Pub Date—78
Note—137p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818990
Data Base ID—DAIOCT78; 39-2001-A
Descriptors—*Academic Aspiration, *Educational Needs, *Professional Continuing Education, Women Teachers
Identifiers—Mississippi, *Rural Women

The major concern of the present study was to investigate the educational needs and aspirations of rural women educators from selected areas in South Mississippi. This research was interested in determining why these women desire to continue their education beyond the bachelor's or first degree and if they are satisfied with present educational programs available to them. The sample was composed of 300 teachers employed in rural areas (population of 2,500 or less) not closer than 25 miles nor farther than 100 miles from Hattiesburg, Mississippi. Participants in the investigation were randomly selected from a composite list of 2,144 names. The instrument of measurement employed was a questionnaire designed by the researcher. Responses were then coded and punched on data cards, and a multiple linear regression analysis was computed. The results of the present investigation demonstrated that the selected rural women educators who were continuing their education were influenced by certain personal and demographic variables. There was also a noted significant difference between inservice needs and inservice programs being offered in their communities. None of the women surveyed was pursuing a terminal degree, and a significant number were not returning to school at all. Those who were not continuing their education gave their reason as "no time, schedule too full." Those who were continuing education were doing so for several reasons other than recertification. The reasons were self-satisfaction, salary increase, and career advancement. They had adequate child care but preferred that classes be located closer to their homes and be offered during summer (June-August) in the evenings. Those who were not continuing their education had either few or no reservations about returning to school when their home responsibilities declined. Most were interested in courses in their certification area or in a specialized area closely related, such as better ways to teach reading.

WE 003 727

Driscoll, Jeanne Baker

Enhancing Sex-Fair Attitudes and Behavior in Counselor Trainees.

Affil—Pennsylvania State Univ., University Park.
Pub Date—78
Note—97p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818751
Data Base ID—DAIOCT78; 39-2061-A
Descriptors—*Counselor Attitudes, Counselor Training, Graduate Students, *Sensitivity Training, *Sex Discrimination, *Sex Fairness

Within the past five years, a forceful combination of legislation and literature has directed the attention of many Americans to the issue of sexism in education. Numerous articles in professional journals have presented evidence that sexism exists in counseling. Although the request for counselors to become more knowledgeable about sex roles and act as social change agents is a common theme, few writers have proposed and/or evaluated specific training workshops designed for members of the counseling profession. The purpose of this study is to examine the effectiveness of two programs which were developed to enhance sex fairness in counselors. Specifically, the problem centers on the ability of two group approaches to reduce sexist responses in counselor-trainees. The sample consisted of 44 volunteer subjects, 19 males and 22 females enrolled in the counselor education practicum course. All subjects were completing the master's program in counselor education at a large eastern university. Subjects were stratified by sex and randomly assigned to one of three treatment conditions–the SEGO treatment, based on the Sex Equality in Guidance Opportunities Project; the Abt treatment, developed from Sex Fairness in Career Guidance: A Learning Kit; or a no treatment control group. The Attitudes toward Women Scale (AWS) was administered as the pretest and posttest. Immediately following the completion of the three treatment sessions, all subjects were assigned counseling interviews. Six theatre arts majors were coached to portray females pursuing a nontraditional career. Four trained raters evaluated each counselor's sex bias or sex fairness based on his or her responses to the client's concerns. Subjects were thoroughly debriefed following the completion of the experiment. An analysis of variance technique, combined with the Tukey WSD multiple comparisons procedure when appropriate, was used to examine the data. Results were mixed. Subjects who completed the SEGO module significantly increased their scores on the AWS. Analysis of the counselor responses ratings indicated that all counselor-trainees, regardless of the treatment conditions, were quite sex fair in the responses to a female client with a nontraditional career concern. No difference in performance on the AWS or in the counselor rating was found between male and female counselor-trainees. The results led to speculation that the counselor-trainee sample, relatively young and frequently exposed to equal rights issues throughout their master's program, may have initially been more sex fair than were samples of practicing counselors. Additional research on the Attitudes toward Women Scale is needed. Other investigators may also wish to explore which elements of a sex fair guidance program are key factors in attitudinal change. The results of this experiment suggest that studies should also examine whether a counselor's personal attitudes about sex roles differ from those expressed in a client interview.

WE 003 728

Wilkinson, Karen Ruth

Juvenile Delinquency and Femininity.

Affil—Arizona Univ., Tucson.
Pub Date—78
Note—306p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818624
Data Base ID—DAIOCT78; 39-2566-A
Descriptors—*Delinquency, Delinquent Behavior, Family Influence, *Predictor Variables, *Sex Role
Identifiers—Femininity, Masculinity

One of the deficiencies of juvenile delinquent research is that girls have been neglected. By focusing almost exclusively on boys, theorists have not only failed to explain girls' delinquent behavior but have also failed to recognize potentially significant explanatory variables. This study attempts to correct this deficiency by formulating and testing a new theory of female delinquency. This theory is based on the assumption that differences in male and female role expectations explain why boys have a higher rate of delinquency than girls. If sex role expectations are relevant in this respect, they may also help to explain why some girls are delinquent and others are not. Since femininity is conceptualized as a control on behavior, girls are more likely to be controlled than boys. On the other hand, since masculinity is consistent with delinquent behavior, boys are more likely to regard delinquent behavior as beneficial to their roles. Thus, the theory predicts that girls with a low degree of conformity with traditional feminine role expectations are more likely to be delinquent than those whose comformity is greater. Boys who have a high degree of conformity with traditional masculine role expectations are more likely to be delinquent than those whose conformity is lower. The data for this study were drawn from questionnaires completed by high school students during the 1974-75 school year. These data were used to answer the three major questions of this study. First, what effect does sex role conformity have on the involvement of boys and girls in delinquent behavior? Second, what conditions are responsible for variations in sex role conformity? Third, how do these conditions affect delinquent behavior? With respect to the first question, the findings indicate that sex role conformity and delinquent behavior are only weakly associated unless other controls on behavior are taken into account. When girls are only weakly controlled, those with a low degree of conformity with sex role expectations are more likely to be delinquent than those with a higher degree of conformity. For boys, however, the relation between sex role conformity and delinquency is essentially the same regardless of other controls. Second, variations in sex role conformity were found to be associated with certain family characteristics. These include socioeconomic position, the sex of siblings, parental absence, parental identification, and employment characteristics of mothers. None of these constitute significant predictors of sex role conformity, however. Also, they are not equally significant for boys and girls. Finally, these conditions also influence delinquent behavior, although their effect is not the same for all offenses. In general, delinquent acts are associated with lower socioeconomic status (primarily for girls), having sisters, the absence of a natural parent, identifying more with one's father than with one's mother (for girls only), and having an employed mother. With the exception of parental absence, the associations tend to be low. In most cases, sex role conformity alone is insufficient to explain these findings, and other explanations are provided. Although the data do not indicate that sex role conformity is a key explanatory variable, they do suggest that sex role conformity is relevant and deserves to be incorporated into more general explanations for delinquent behavior.

WE 003 729

Curran, Barbara W.

Getting By with a Little Help from My Friends: Informal Networks among Older Black and White Urban Women below the Poverty Line.

Affil—Arizona Univ., Tucson.
Pub Date—78
Note—186p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818619
Data Base ID—DAIOCT78; 39-2382-A
Descriptors—*Ancillary Services, *Interpersonal Relationship, Low Income Groups, *Older Adults, Racial Differences, Self Concept, Widowed
Identifiers—Black Women, United States (Southwest)

The underlying assumption in this research was that ethnicity affects human behavior with respect to growing old. It was anticipated that differences resulting from ethnic factors could be observed in the ways respondents used formal and informal support systems. One hundred women, aged 60 or over, living in a southwestern city were interviewed. All had incomes below the poverty level and were living without marital partners. The sample was equally divided between black and white women. They were asked about the size of their networks of family and friends, frequencies of their interactions, and the kinds of support they exchanged. Data were elicited regarding their perceptions of, and participation in, institutional support systems including senior centers, food stamp programs, churches, nutritional programs, nursing homes, and recent voting patterns. In addition, data were collected on health problems and the use of medical institutions, home remedies, and spiritual healing. Self-ratings of personal health and happiness were obtained. Comparison between ethnic groups revealed substantially greater use of both formal and informal support systems by older black women. Specifically, black women made greater use of alternative medical systems, had larger networks of family and friends, participated at greater rates in institutional support systems, and rated themselves higher with respect to health and happiness than did white women. These differences were attributed to the closely cooperative life styles of black women. These patterns of mutual support were thought to be a highly sophisticated cultural adaptation to historic and economic circumstances. While individual white women shared these cooperative values at times, as a group, patterns were at significant variance by ethnicity and white women appeared to exhibit independence, not interdependence. Other influential factors in this sample were discriminatory patterns of housing segregation for black women and a rural southern background common to most black respondents, but to only a few white women in the sample.

WE 003 730

Robinson, Wilma C.

Secondary School Women Principals and Assistant Principals in Ohio: Characteristics and Aspirations.

Affil—Toledo Univ., Ohio.
Pub Date—78
Note—188p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818538
Data Base ID—DAIOCT78; 39-1976-A
Descriptors—*Administrator Characteristics, *Administrator Evaluation, *Assistant Principals, Educational Administration, Job Satisfaction, *Principals, Working Women
Identifiers—Ohio

The primary purpose of this study was to develop a profile determined by the personal characteristics, professional backgrounds, career development patterns, attitudes toward jobs, and future aspirations of those women holding the position of principal or assistant principal in public secondary schools in the state of Ohio in 1977. The second purpose of the study was to investigate the relationship between the self-perceived job effectiveness of women principals and their job effectiveness as reported by their superintendents. This job effectiveness was investigated in terms of the following eight task areas of a principal–curriculum development, personnel management, student relations, community relations, athletic program management, extracurricular program management, budget management, and school plant management and maintenance. Two instruments were developed. The first instrument was a questionnaire to be completed by women assistant principals and principals. The second instrument was a questionnaire to be completed by the women principals, with a duplicate instrument being completed by their superintendents. Forty-seven principals and assistant principals or 85% of the total population participated. The responses showed the "typical" woman administrator to be between 46 and 55 years old, married, with children aged 15 or older. The woman administrator's job title was usually assistant principal, and the average annual base salary was $21,500. The woman principal had an average of three years experience in the principalship, and the assistant principal had an average of five years experience as an assistant principal. The largest percentage of women had undergraduate majors in English, and master's degree majors in guidance and counseling. Nearly one-fourth of the women had post-master's degrees or degrees in progress. The "typical" woman administrator had an average of 11 years of secondary teaching experience. The career route most often mentioned was that of teacher, counselor, administrator. The average number of years between entry-level teaching and an administrative position was 12.7 years. Factors perceived most often as helping in career progress were the individuals' own competence and intelligence. Factors perceived as constraints to career progress were sex discrimination and being too old. Sixty-six percent of the women were very satisfied with their jobs. They perceived their greatest strength to be their human relations skills and their greatest weakness the lack of time to do everything that needed to be done. Working with students and staff was listed as the most enjoyable aspect of the job, while the routine and discipline aspects were listed as least enjoyable. Sixty-five percent of the women aspired to a higher position, and nearly half of the women said they would be willing to change their residence in order to accept a more important position. In general, the superintendents rated the women principals higher in terms of their job effectiveness in the eight task areas than the principals rated themselves. It was concluded that: 1) Women are underrepresented in positions of principal and assistant principal in the public secondary schools in Ohio. 2) Women administrators in Ohio became administrators late in their careers, since the majority are older women, married, and have children over 15 years of age. 3) Women administrators have not served in administrative positions for very many years. 4) Women administrators are highly qualified in educational background. 5) Women administrators are highly qualified in work experience. 6) Women administrators perceive sex discrimination and home-career conflict as definite constraints in their career progress. 7) Women administrators are satisfied with their jobs. 8) Women administrators do aspire to higher positions. 9) Women administrators are willing to change their residence for a better position. 10) Superintendents employing women principals generally perceived their job effectiveness higher than principals perceived their own job effectiveness.

WE 003 731

Fee, Elizabeth

Science and the "Woman Question," 1860–1920: A Study of English Scientific Periodicals.

Affil—Princeton Univ., N.J.
Pub Date—78
Note—360p.; Ph. D. Dissertation
Available from—UMI, Order Number 7818332
Data Base ID—DAIOCT78; 39-2494-A
Descriptors—Anthropology, Medicine, *Periodicals, Psychology, Science History, *Social History
Identifiers—England, *Status of Women, Womens Liberation Movement

The development of industrial capitalism in England transformed the social conditions of women. Young, unmarried women workers were subjected to the discipline of the factories, but freed of some of the traditional restraints imposed on their sex. Victorian middle-class women, still trapped in the patriarchal household, began to question their own exclusion from political and economic life. Their dissatisfaction was expressed in the women's movement. The growing public discussion of woman's proper place in society became known as the "woman question." The woman question was debated in a variety of languages–theological, political, and scientific. Of the three, science and the scientific method–which had proved so successful in understanding and manipulating the natural environment–seemed to provide the best promise of a new and reliable knowledge adequate to the demands of a new age. Science was now turned to the "study of man"–and an important part of the "study of man" was the "study of woman." To explore the internal debates within the social and biological sciences, and to determine their contributions to the woman question, a survey of the leading scientific journals in the developing disciplines of anthropology, medicine, and psychology was undertaken. The journals examined included the

Anthropological Review, the Journal of the Anthropological Institute, Man, Mind, the Journal of Mental Science, the Lancet, and the British Medical Journal. In addition, popular science journals, including Knowledge, Science-Gossip, Science Progress, and Nature, were compared with the more specialized journals. Three kinds of concerns characterized most of the discussions about women in the articles, editorial pages and correspondence columns of the scientific press. First, should any women be admitted to scientific societies and to professional schools? Second, should women's work and education in the society at large be similar to, or different from, that of men? Third, could scientific analysis uncover any real, unalterable, biological differences in the capacities of the sexes? The understood purpose of these investigations was to decide whether any limitations had to be placed on women's activities and claims to equality. The task of the social and biological sciences was to make the connections between nature and society clear and explicit, so that social policy could be rationally, "scientifically," based, and society organized in accordance with natural law. Each discipline responded to the woman question in the light of its own historical development and unique theoretical concerns, but there was, in the 1860s and 1870s, a general conviction that natural physiological and psychological sex differences dictated a restricted social role for women. Craniology demonstrated the inferior development of the female skull, medicine showed that women's bodies were functionally adapted for motherhood, and psychology found that women's minds were controlled by their reproductive organs. Yet there were also contradictory tendencies within Victorian science, in the opposition of social to physical anthropology, and the opposition of philosophical to physiological psychology. Popular science journals consistently promoted profeminist positions, due in part to their relatively high proportion of women writers and subscribers. The construction of a biologically based social science was continually challenged and eventually eroded by the turn of the century, by the entrance of women into the relevant disciplines, by their participation in scientific debates in defense of their own interests, by the achievements of women in the wider society, by the changing demand for women's labor–which required a limited reformulation of the traditional sexual division of labor–and by the intrinsic weaknesses of the theories on which earlier assumptions of women's biological inferiority had been based.

WE 003 732

Soma, Janis Marian

Sources of Sex Bias in a Helping Situation: A Consideration of Social Conformity and Sex Role Similarity Effects.

Affil—State Univ. of New York, Buffalo.
Pub Date—78
Note—88p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817081
Data Base ID—DAISEP78; 39-1550-B
Descriptors—Androgyny, *Conformity, *Self Esteem, Sex Differences, *Sex Role
Identifiers—*Sex Bias

Similarity, self-esteem, and social conformity were expected to be the variables accounting for recent findings of bias toward individuals based on sex. High self-esteem subjects were expected to be biased in favor of persons who were similar to themselves in sex role personality characteristics and in gender. Persons who are traditionally sex-typed themselves tend to be the most conventional and conforming; this group was expected to be biased in favor of males–the sex with the most positive cultural stereotype–and especially males described in positive masculine sex role terms. Subjects (230) were categorized into three sex role groups based on scores from a screening measure–the Bem Sex-Role Inventory. Within subject groups, random assignment of individuals was made to one of eight conditions characterized by systematically varying information about the sex role and sex of the stimulus person. In the experimental situation, subjects first completed the Rosenberg Self-Esteem Scale. They then examined the stimulus person's "personality" (sex role) profile and listened to an audiotaped problem statement attributed to the stimulus. Using a questionnaire developed for the study, subjects evaluated the stimulus person and described how they responded to the presented problem. Separate analyses of variance were conducted to examine hypotheses stemming from similarity/self-esteem theory and those from social conformity theory. Sex bias was evident for only the problem source variable; males were attributed a more situationally–compared to personality-based–problem in relation to females. Sex bias findings did not tend to be moderated by subject groupings based on self-esteem or sex role categories. One finding indicated a distinction between subject groups; androgenous subjects reported more social empathy than either of the other subject groups. Gender similarity was not associated with bias findings, but sex role similarity was a powerful bias-producing manipulation. Overall, subjects made more favorable judgments about similar compared to dissimilar stimuli. Profeminine sex role stimuli trends were evident for the androgenous and feminine subjects groups. In general, the data indicated that the proposed hypotheses were not supported, but there were other significant findings. These were discussed, especially with regard to possible implications for helping and therapy situations. Although only the problem source variable elicited sex bias, it may be a particularly important type of bias in that this judgment has been found to be related to the type of helping agency recommended to a person. Client-therapist personality similarity has been found (in another study) to relate to therapy outcome variables as well as to produce biased judgments as found in this study. It was recommended that more research be done to understand this process so that possible negative effects may be controlled. Profeminine sex role bias trends in females were suggested as possible causes for the recent profemale research findings. Finally, the issue was raised as to whether androgenous persons may have a therapeutic edge over others, because they reported greater social empathy than other sex role groups.

WE 003 733

Brooks, Ann Marie Teresa

An Analysis of Female Self–Concept, Self–Actualization, and Power–Related Personality Factors as Dimensions of Power in Female Nurses with Earned Doctoral Degrees.

Affil—Catholic Univ. of America, Washington, D.C.
Pub Date—78
Note—151p.; D. N. Sc. Dissertation
Available from—UMI, Order Number 7816860
Data Base ID—DAISEP78; 39-1208-B
Descriptors—Doctoral Degrees, Individual Characteristics, *Individual Power, *Nurses, *Self Actualization, *Self Concept

This national descriptive, exploratory survey sought to identify and describe the positive personality characteristics as dimensions of power in female nurses with earned doctoral degrees. Power was theoretically defined as the ability to induce change and assert oneself (Dalton, 1968); a capacity for self-fulfillment and becoming (May, 1972); and an ability to influence the actions of another (Dahl, 1957). Operationally, power was measured by the assessment of female self-concept, self-actualization, and specific power-related personality factors. A letter, which outlined the purpose of the investigation, assured the anonymity of the respondents, and included a consent form, was mailed to 225 nurses selected at random from listings of nurses with earned doctoral degrees. From the 164 nurses who agreed to participate, 140 completed packets (85% return rate) were used for data analysis. Three self-administered personality instruments–the Female Self-Concept Inventory (Christie, 1974); the Personal Orientation Inventory (Shostrom, 1964); and the Sixteen Personality Factor Questionnaire (Cattell, 1970)–were used to measure the personality characteristics as dimensions of power, and a biographical information sheet was used to assess nine demographic variables. The four major hypotheses were: 1) There will be an identifiable self-concept profile of female nurses with earned doctoral degrees. 2) There will be an identifiable self-actualization profile of female nurses with earned doctoral degrees. 3) There will be identifiable differences in power-related personality factors of female nurses with earned doctoral degrees. 4) There will be significant differences in positive personality characteristics of female nurses with earned doctoral degrees according to specific degree groups. The 11 subhypotheses examined specific intercorrelations between subscale variables of the three personality instruments. The data were analyzed with descriptive statistics, t-tests, Pearson product-moment correlations, and discriminant function analyses with the level of significance set at .05. The findings resulted in acceptance of Hypotheses 1-3 and rejection of Hypothesis 4. The relationships between the selected variables on the three personality instruments revealed positive significant correlations. There were no positive significant relationships. The findings from the Christie Female Self-Concept Inventory revealed that the largest number of the sample were classified in the Aggressive/Directive Style (High in Risk-Taking and Deliberativeness) (38%); followed by the Self-Actualizing Style (High in Risk-Taking and Empathic) (22%); Security/Adventure Conflict (High in Risk-Taking and Niceness) (9%); Submissive/-Nurturant Style (High in Empathic and Niceness) (9%); and Tender/Tough Conflict (High in Deliberativeness and Empathic) (2%). Risk-Taking was the predominant self-concept factor of the sample. The findings from the Personal Orientation Inventory indicated an identifiable self-actualization pattern consistent with the self-actualization profile of Shostrom's group of self-actualized adults. The Sixteen Personality Factor Questionnaire revealed significant differences in the power-related personality factors between the sample of nurses with earned doctoral degrees and the general female population: Factor E (Dominance); Factor H (Venturesomeness); Factor O (Self-Assuredness); and Factor Q2 (Self-Sufficiency). Several recommendations for further research evolved from the findings of this study, among those a revision of the traditional stereotypic image of the nurse as submissive, dependent, and low in aspiration.

WE 003 734

Chisholm, June Faye

Alienation and Interpersonal Perception among Female Adolescent Runaways and Truants.

Affil—Massachusetts Univ., Amherst.
Pub Date—78
Note—131p.; Ph. D. Dissertation
Available from—UMI, Order Number 7816247
Data Base ID—DAISEP78; 39-1470-B
Descriptors—Adolescents, Mothers, *Parent Child Relationship, *Runaways, *Student Alienation, *Student Teacher Relationship, *Truancy
Identifiers—*Black Women, Daughters

This is a study of the relationship between alienation and interpersonal perception of specific social contexts among runaways, truants, and a control population. Three measures of alienation were used–Turner's (1975) Alienation Index Inventory, Dean's (1961) Powerlessness Scale, and TAT assessments of alienation developed by Davids and Rosenblatt (1959). The two contexts in question were the family sphere and the school setting. The relationships studied within these contexts were the mother-daughter and teacher-student dyads respectively. The alienation measures were administered to 109 black female adolescents (ranging in age from 14 to 19). Socioeconomic status (SES), family type (e.g., intact family, one parent family) and reading level were evenly balanced. After assessing the subjects' alienation level, the investigator instructed them to listen to a taped dialogue between an adult and an adolescent who were randomly presented as either a mother and daughter or a teacher and student. One tape served as the stimulus for both the mother-daughter and teacher-student dyad; therefore, the conversations were identical. Only the role designations presented to the subjects differed. Five perceptual scales were developed to assess the subjects' perceptions of the individuals and their conversations. The main hypothesis reflecting significant differences in perception as a function of alienation level was partially supported. Subjects scoring high on the alienation measures scored significantly higher on self-predicted behavior (one of the five perceptual scales) than did subjects scoring low on the alienation measures. This scale assessed the subject's imagined reactions were she to find herself in the situation suggested on the tape. A high score indicated that the subject's behavior would be alienating within the interpersonal context. The hypothesis that differences in perception would also be a function of the groups, who by their behavior (running away from home and avoiding school) appeared to be alienated, was also supported. The results suggest that runaways can be placed on a continuum with truants. With one exception, runaways' mean scores for the perceptual indices were significantly higher than truants, suggesting that they perceived greater stress and conflict on the tape. The hypothesis concerning significant differences in interpersonal perception as a function of the interaction between context and group was supported. The tape when heard as a mother-daughter conversation generated significantly higher mean scores on the perceptual indices than when heard as a teacher-student conversation. This was especially true for the runaway sample. Truants perceived the teacher-student tape more favorable than the other two groups. This anomalous finding was discussed in terms of the contrast between the truants' prior experiences with teachers, who probably expressed neutral to negative interest in the personal lives of students, as opposed to the teacher's interest suggested on the tape. The findings are discussed in terms of their implication for short and long range intervention programs designed to remedy the problems which are defended against by running away from home and truancy.

WE 003 735

Torness, Patricia Ann

An Investigation between Field Dependence, Sex Role Identification and Attitudes, Male Versus Female Dominated Career Choice, and Dependency Behavior.

Affil—North Dakota Univ., Grand Forks.
Pub Date—77
Note—94p.; Ph. D. Dissertation
Available from—UMI, Order Number 7816003
Data Base ID—DAISEP78; 39-1505-B
Descriptors—*Career Choice, College Students, Feminism, *Role Perception, Sex Differences
Identifiers—*Field Dependence, *Sex Identity

One rather consistent finding from field dependence studies is that males are more field independent, more articulated in their approach to certain perceptual tasks, than females. It appears that cultural factors and the encouragement of independent behavior are related to the development of field dependence or field independence. If society plays a role in the development of individual differences in field dependence, a change in society such as the present movement toward greater equality in sex roles could possibly influence sex differences in field dependence. The present study was designed as a correlational study to assess sex role identity, attitudes, and behavior related to feminist versus more traditionally feminine ideals in relationship to each other and to field dependence. To accomplish this task the Attitudes Toward Women Scale and Bem Sex-Role Inventory were administered to 40 male and 40 female subjects who were introductory psychology students in the spring of 1976. Male versus female dominated career choices and a dependency-conformity measure were utilized as behavioral measures. Each subject was also individually administered the embedded figures test and rod-and-frame test to determine degree of field dependence. Results were that the measures of sex role identify, sex role attitudes, and behavior were not correlated significantly with each other or with the field dependence measures for females or for males. These findings bring into question research which classifies women as feminists or traditionals on only one dimension, i.e., career goals or attitudes expressed on an attitude questionnaire on women's roles. It is felt feminism should be viewed as a multi-dimensional construct which can be expressed in varying degrees for different aspects of a woman's life.

WE 003 736

Romero, Det P.

Gender Role Bias in Family Assessment.

Affil—Michigan State Univ., East Lansing.
Pub Date—78
Note—155p.; Ph. D. Dissertation
Available from—UMI, Order Number 7815162
Data Base ID—DAISEP78; 39-1548-B
Descriptors—Family (Sociological Unit), *Family Relationship, Graduate Students, Literature Reviews, Parent Child Relationship
Identifiers—*Gender Role Bias, *Sex Role Stereotypes

A literature review of feminists' contributions to the reevaluation of the traditional model of the nuclear family unit is presented, followed by a review of the assessment phase phase in the practice of family therapy. In discussing available literature on biases in clinical judgment, empirical investigations of sex role stereotyping in the assessment of individual clients are questioned in terms of their generalizability to the assessment of family members and their corresponding intrafamilial relationships. The concept of gender role bias (as opposed to sex role stereotyping) is formulated through a focus on the gender-typed intrafamilial relationships posited in the traditional model of the nuclear family unit. As a result of the literature review, a major concern focused on the possible distorted perception of the individual family member(s) and the corresponding family relationships if an adjustment notion of health in regard to family relationships reflected only an acceptance of societal gender role expectations as defined in the traditional model of the nuclear family unit. The primary focus of this study is to investigate the possible influence of gender role bias in the assessment of family members and their corresponding intrafamilial relationships. It was determined that it was necessary to first examine whether the relational context of the family unit influenced the clinical judgment of family members and family relationships. Two versions of the same family case analogue depicting a traditional three-member nuclear family unit (father, mother, child) and varying only with the sex of the child was developed. To generate the two counterpart versions of the same family case analogue, the sex of the two parent profiles were reversed (role-reversal). The resulting four case versions were randomly distributed to a sample of graduate social work students (n = 91) as a stimulus condition in the form of a structured task. For each family member, subjects completed items designed to elicit clinical impression and items designed to elicit technique choices. The clinical impression items were summed and a mean clinical impression score for each family member was computed. Subjects also completed items designed to elicit clinical impression of the parent-child relationships and the overall prognosis for family therapy. In addition, subjects ranked five problem areas for each family member and the marital relationship. Finally, subjects completed an "orientation toward women" scale, yielding a contemporary-traditional ratio score. For each family member, the mean clinical impression scores, each technique item, and each of the family relationship items (parent-child and overall prognosis) were analyzed using a 2 x 2 x 2 between subjects analysis of covariance. The main effects tested were relational context and sex of respondent, and the covariate in these analyses was the subject's orientation toward women as reflected in the C-T ratio score. Chi-square (X x X) tests for independence of the distributions between the frequency a problem area is identified as being the most problematic and case version was conducted for each family member and the marital relationship. In addition, the ranking distributions of each problem area for each family member and the marital relationship were examined. The results presented in this study strongly suggest that relational context influences clinical impressions and judgments of family members and their corresponding intrafamilial relationships. Significant differences between male and female respondents also suggest that relational context and sex of the clinician may influence the assessment of the parent, the child, and the corresponding mother-child relationship. Further, there is some indication that family members and family relationships which conform to the traditional model of the nuclear family unit elicit more favorable clinical impressions and judgment. This is particularly the case for the clinical impressions of the mother-child relationship, the assessment of which was found to be significantly related to the respondent's orientation toward women. These preliminary results indicate the utility of further exploring the influence of gender role bias in the assessment of family members and their corresponding intrafamilial relationships.

WE 003 737

Houston, Elizabeth Smith

Children's Perceptions of Sex Role Stereotypes on Selected Television Programs.

Affil—Michigan State Univ., East Lansing.
Pub Date—78
Note—134p.; Ph. D. Dissertation
Available from—UMI, Order Number 7815132
Data Base ID—DAISEP78; 39-1227-B
Descriptors—Age Differences, Elementary School Students, Kindergarten Children, Racial Differences, Sex Differences, *Television Viewing
Identifiers—Michigan (Lansing), *Sex Role Stereotypes

This study was designed to compare responses of black and white children who watched selected television tapes of stereotyped and counter-stereotyped roles performed by black and white characters with the responses of children who did not view any tapes. The 318 subjects were from kindergarten, second and fifth grade from three elementary schools in Lansing, Michigan. The study consisted of two experimental groups and one control group. Experimental group I consisted of 106 subjects, experimental group II had 108, and the control group numbered 104. The design of this study was a posttest-only-control-group design. The data were collected by the use of questionnaires. The four-way analysis of variance (ANOVA) fixed effect model was used to test the hypotheses on stereotype, counter-stereotype, and racial identification responses. The significance level was set at .05. The data showed children in fifth grade who viewed counter-stereotyped roles being more influenced by the tape than second grade and kindergarten children. Second grade children in the counter-stereotype group were more stereotyped in their responses than second grade children who watched the stereotype tape. No significant differences were found in the stereotyped responses of boys and girls within this study. A comparison was made of stereotyped responses of older and younger children. The kindergarten children in the stereotype and control groups were more stereotyped than second and fifth graders. The fifth grade children provided more counter-stereotyped responses than younger children in kindergarten and second grade. A comparison of responses by children in the stereotype group with those in the control group showed no difference in the responses of kindergarten children in the stereotype or control groups. The second and fifth grade children in the stereotype groups were more stereotyped than those second and fifth grade children in the control group. Both second and fifth grade children in the control group were more counter-stereotyped in their responses than those in the stereotype group. Data on racial identification showed no difference in the identification scores for white males and females. Black males had the lowest identification score for race and sex. Black females scored lower than white females also. The race by grade interaction showed black children at the kindergarten and second grade levels with lower identification scores than white children at this level. Black children in kindergarten had the lowest identification score while white children in kindergarten had the highest identification scores. There were no differences in the identification scores for black and white children at the fifth grade level. The data provided additional information on occupational and household roles which was significant though not related to the hypotheses tested in the study. Results from occupational roles showed no difference in the responses of children in the stereotype and counter-stereotype groups. Children in these groups were more stereotyped than children in the control group. Both black and white kindergarten children were more stereotyped in their responses on occupational roles than second and fifth grade children. Data from the analysis on household roles showed females more stereotyped in their responses than males. Fifth grade children in the stereotype group were more stereotyped than kindergarten or second grade children. Those second grade children in the counter-stereotype group were more stereotyped than second grade children in the stereotype or control groups. There were no differences in the responses of kindergarten children in all groups. The results from this study provided data to indicate that watching selected television portrayals of males and females performing sex stereotyped and counter-stereotyped roles may have some influence on children's responses to sex stereotypes and racial identification. The degree of influence was determined by sex, race, grade, and treatment group of the children.

WE 003 738

Yoon, Gene Ho-Yoon

The Natural History of Friendship: Sex Differences in Best-Friendship Patterns.

Affil—Saint Louis Univ., Mo.
Pub Date—78
Note—174p.; Ph. D. Dissertation
Available from—UMI, Order Number 7814659
Data Base ID—DAISEP78; 39-1553-B
Descriptors—College Students, *Friendship, Interpersonal Relationship, *Sex Differences

This study analyzed best-friendship patterns of male and female college students to test the general hypothesis that female friendships are more expressive and fill more emotional needs, whereas male relationships are more utilitarian and instrumental. Eighty male and 80 female Caucasian, midwestern students, 17-25 years old, were administered detailed questionnaires regarding the development and nature of their same-sex best friends. The primary instrument was the Survey of Liking and Friendship (SELF) developed at St. Louis University. It was supplemented by Wright's (1969) Acquaintance Description Form (ADF). The general conceptual hypothesis was expressed in 12 operational hypotheses regarding differences in numbers of friends, intensity of feeling, nurturance, jealousy, physical expression, mutual learning, quarrels, and ADF values (Stimulation, Utility, Self-Affirmation, Ego-Support, Voluntary Interdependence). Only six of the hypotheses were clearly supported. In general, those relating to female friendships were confirmed. Female friendships were shown to be more emotionally intense, jealous, physically demonstrative, nurturant, and ego supportive. Male relationships, on the other hand, did not show most of the instrumental and utilitarian characteristics predicted for them. They did not involve more mutual learning, more Utility Value, nor more Stimulation Value. Males were, as predicted, more competitive, and their quarrels were more overt. In addition to testing these specific hypotheses, the SELF questionnaire revealed further sex differences. The patterns which were characteristic of females generally conformed to the formal hypotheses. Females are more likely than males to choose their best friends on the basis of their qualities as confidantes. Their verbal interaction is more often concerned with personal topics, occurs more frequently, and is more expressive of affection. They believe that the most important consequence of the relationship is that it helped them "grow as persons." Again in contrast to the format hypotheses, male friendships are not more concerned with mutual learning, intellectual stimulation or material help. The reinforcements males find in their best friendships also appear to be emotional and intangible rather than material or practical, but they are different than for females. Male friendships are more likely to be based on similar attitudes and interests and on "having fun together." Their activities are somewhat more adventurous. Their conversations include more impersonal topics than female conversation, but when they do exchange confidences they apparently disclose equally intimate information. The sex differences suggest that somewhat different theories of interpersonal attraction may be needed to explain male and female relationships. Additional normative characteristics of best friendships, irrespective of sex, are reported. The implications of two findings in particular, the early-adolescent age of origin, and the tendency to idealize the friendship, are explored. These conclusions are qualified by at least two limitations on the data: They concern best-friendships, not merely close or good friendships, and the sample consists of young, mostly unmarried persons.

WE 003 739

Crawford, Carolyn Frances Honea

The Relationship of Creativity Variables to Sex Role Types for Males and Females.

Affil—Texas A and M Univ., College Station.
Pub Date—78
Note—90p.; Ph. D. Dissertation
Available from—UMI, Order Number 7817171
Data Base ID—DAISEP78; 39-1432-A
Descriptors—Androgyny, *Creativity, *Sex Role, Undergraduate Students
Identifiers—Femininity, Masculinity, Sex Role Stereotypes

The purpose of this study was to investigate the relationship between creativity and sex roles, i.e., masculine, feminine, androgynous, and undifferentiated. The correlation between each sex role outcome and each creativity variable was determined. Five creativity dimensions were measured–fluency, flexibility, originality, elaboration, and total creativity. It was hypothesized that there would be no significant correlation between sex role outcome and any creativity variable. Subjects were 148 university students, 94 females and 54 males, who were enrolled in sophmore psychology classes. These students were administered the Bem Sex-Role Inventory (Bem, 1974) and the Torrance Tests of Creative Thinking, Figural Form A (Torrance, 1974). Biographical data was also collected. Bivariate analyses revealed that originality was significantly but negatively correlated with an androgynous sex role for the total sample and for females. Elaboration was significantly and negatively correlated with the undifferentiated sex role for total sample and for females. The masculine sex role was positively and significantly correlated with originality for the total sample and with all five creativity variables for the female subsample. The feminine sex role was significantly and positively correlated with elaboration, and total creativity for females. Stepwise regression analyses were used to evaluate the hypotheses of the study. The hypotheses were: 1) There will be no significant correlation between androgyny and originality, flexibility, fluency, elaboration, and total creativity. 2) There will be no significant correlation between masculinity and originality, flexibility, fluency, elaboration, and total creativity. 3) There will be no significant correlation between femininity and originality, flexibility, fluency, elaboration, and the total creativity. 4) There will be no significant correlation between an undifferentiated sex role and originality, flexibility, fluency, elaboration, and total creativity. Hypotheses 1 and 4 were not rejected; hypotheses 2 and 3 were rejected. The androgynous and undifferentiated sex role categories represent nonstereotypic sex role outcomes, while the masculine and feminine categories represent traditional sex role typing. It had been anticipated that a nonstereotypic sex role would be related to measured creativity. The results of the study failed to support such a relationship. In this study, the positive and significant relationship were between the two traditional sex role categories and two dimensions of creativity. Elaboration was linked with the feminine sex role and originality with the masculine sex role category. For this sample, there was no evidence that traditional sex roles depressed creativity scores and conversely, that a flexible, nonstereotyped sex role enhanced creativity test scores. It should be noted that the size of the correlation coefficients was small. The modest nature of the findings led the researcher to conclude that sex roles intrude indirectly upon the performance of creative tasks. Rather than determine creative performance, sex roles probably modulate the performance.

WE 003 740

Kullman, Susan B.

The Effects of a Body Integration Group on Women's Attitudes toward Self and Other Women.

Affil—Pittsburgh Univ., Pa.
Pub Date—78
Note—97p.; Ph. D. Dissertation
Available from—UMI, Order Number 7816800
Data Base ID—DAISEP78; 39-1371-A
Descriptors—*Interpersonal Relationship, Literature Reviews, *Self Concept
Identifiers—*Body Integration

The problem presented in this study was to examine eight groups of women who participated in a body integration group for women and to compare them to a similar sample of women who participated in a women's study class which did not have the body integration focus. Specifically, this study measured changes in women's self-perceptions and changes in their perceptions of other women after participating in a body integration group. A review of the related literature on the development of self-concept in the female child, women's self-concept, and how women perceive other women emphasized the need for a body integration group for women. Self-concept definitions, the self-report, and the impact of group experience on self-concept were also researched. The author described the rationale, goals, and content of the body integration group which she originated. The experimental group, 48 women in all, was composed of eight body integration groups, each containing four to seven women with the researcher as the participant-leader. The comparison group, 21 women, was composed of the female members of a psychology of women class. To measure changes, two standard instruments were administered. The Tennessee Self-Concept Scale, which measures dimensions of the self-concept, was administered to all groups. The Barrett-Lennard Relationship Inventory, which measures qualities of healthy relationships, was administered to body integration groups 5-8 and the women's studies class. Eight weeks elapsed between the administration of the pretest and posttest. Prior to the pretest, all groups were asked to fill out a biographical information sheet. Scoring of the Tennessee Self-Concept Scale and the Barrett-Lennard Relationship Inventory followed the standard procedures for the instruments. The experimental and comparison groups were compared via a t-test of the gain scores on the two measures. There were no statistically significant differences on the pretest scores between the experimental group and the comparison group on the Tennessee Self-Concept Scale and on the Barrett-Lennard Relationship Inventory. The results of this study indicate statistically significant differences (p .05) for the subscale Identity and the total score on the gain scores between the experimental and the comparison group on the Tennessee Self-Concept Scale. There was no significant difference for the total score between the experimental group and the comparison group on the Barrett-Lennard Relationship Inventory. There was considerable variability in self-concept gain and perceptions of other women across individual groups for the total score of the Tennessee Self-Concept Scale and the total score of the Barrett-Lennard Relationship Inventory. Statistically significant correlations were found (p .05) between gains on the Tennessee Self-Concept Scales of physical self, self-satisfaction and total score and gains on the total score of the Barrett-Lennard Relationship Inventory. In conclusion, women who participated in a body integration group did become more positive in their reported self-concepts than women who participated in a women's studies class which did not have the body integration focus. Women who participated in the body integration group, however, did not make more positive references about other women compared to women who participated in a women's study class without the body integration focus.

WE 003 741

Generett, Mona Norman

The Role of Women Trustees in Private Independent Colleges and Universities of Pennsylvania as Defined by Their Characteristics, Functions and Perceptions.

Affil—Pittsburgh Univ., Pa.
Pub Date—78
Note—110p.; Ph. D. Dissertation
Available from—UMI, Order Number 7816790
Data Base ID—DAISEP78; 39-1365-A
Descriptors—*Individual Characteristics, *Private Colleges, *Role Perception, *Trustees
Identifiers—Pennsylvania

This study identifies and provides information on the characteristics, functions, and trustee role perceptions of women board members of private, independent colleges and universities in Pennsylvania. The descriptive survey method of research was used in the study. Three hundred and sixty-four women trustees, representing 71 different institutions, were identified by college and university presidents. Two hundred fifty-six women trustees participated in the study by completing a questionnaire which was designed to elicit information on their social and economic characteristics and trustee related experiences; their role as defined by their board functions, duties, and responsibilities; their role perceptions and limitations. Eighteen point five percent of the trustees of the private colleges and universities of this study are women. The majority, 96.1% are white; 58% have family incomes of at least $30,000, while the family income of 40% of the group was above $50,000; most are well-educated, with 82.1% having earned a minimum of the bachelors degree, 52.1% have experiences in child rearing, 62.8% are 50 years of age or older, 52.2% are married, 52.4% are protestant with Episcopalians and Presbyterians being best represented of the protestant sect; 49.2% are Republicans, and one out of every three is employed in the education field. Most women trustees (74.7%) have been college board members for less than seven years. In many respects there does not appear to be a great deal of difference in the social and economic characteristics of women trustees when they are compared, through other studies, with their male counterparts. The biggest difference between the two groups appears to be reflected in their occupations. Women are best represented by educators and homemakers, while the most numerous classification for men is business executive. Although a majority of women trustees view their role as that of policy maker, the majority do not formulate policy, at least at the committee level, on those Executive and Budget and Finance Committees which they view as most important. Women trustees are best represented on Student Affairs Committees which only 1.6% of the group felt were most important and Academic Affairs Committees which 5.1% of the group felt were most important. A majority of the women trustees are of the opinion that women do not generally belong to those trustee committees associated with less power and prestige. Women trustees belong to an average of 1.6 committees and a majority report serving on committees which are their choice. Eighteen percent of the group chaired a trustee board committee. Most women perceive participating, on a regular and frequent basis, in the verbal discussions at formal trustee meetings and a majority are of the opinion that their verbal contributions are given the same weight as those of their male counterparts. Women trustees, particularly those who serve colleges for women, felt that women are adequately represented on their boards. The average size of the trustee boards of this study is 28 members. An average of 7.7 women trustees serve women's institutions, while the average at coeducational institutions is 2.8 women trustees per institution. Women trustees feel that the criteria used in selecting women board members is the same as those used in selecting their male counterparts, and 95.3% attribute their trustee membership to their role and accomplishments in the community, not their husbands'. Twenty-six point seven percent of the trustees of this study are homemakers.

WE 003 742

Reinhard, Pamela Zgodny

Perceived Maternal Child–Rearing Patterns and Employment as Predictors of Fear of Success in College Women.

Affil—Fordham Univ., Bronx, N.Y.
Pub Date—78
Note—212p.; Ph. D. Dissertation
Available from—UMI, Order Number 7816596
Data Base ID—DAISEP78; 39-1444-A
Descriptors—Child Rearing, College Students, *Fear of Success, Mothers, *Predictor Variables, Working Parents

The purpose of this study was to explore developmental antecedents of fear of success. Predictor variables included perceived maternal child-rearing patterns and maternal employment as based upon Porjesz's theory of fear of success development in females. The child-rearing variables under investigation were behavioral patterns characterized as attentive, demanding, rejecting, loving, and casual. Maternal employment variables under investigation were mother's work status (i.e., full-time, part-time, nonemployed) during the daughter's early childhood, middle childhood, and adolescence and perceived maternal attitude toward employment or nonemployment. The sample consisted of 103 female, college juniors and seniors from a large, public, coeducational state college. These subjects were distinguished from a larger sample of 167 students, who volunteered to respond to the questionnaires, on the basis of age (under 26 years old), ethnicity (white), SES (middle class), and intactness of family from childhood through adolescence. Subjects were given a test battery which included Pappo's Fear of Success Questionnaire, Roe and Siegelman's Parent Child Relations Questionnaire II, mother-daughter form, a maternal employment data sheet and a personal data sheet both devised for this study. These materials were administered to the students during their class sessions by the author and took approximately 20 minutes to complete. In terms of the maternal child-rearing variables results were analyzed using a stepwise linear multiple regression. Results for the maternal employment variables were analyzed via separate one-way analyses of variance. Results revealed only marginal evidence for fear of success in the daughter to be related to perceived maternal child-rearing patterns and perceived maternal employment status and attitude. In terms of the child-rearing patterns investigated, only maternal demanding behavior was significantly correlated with fear of success in the daughter, although only 4% of the variance in fear of success was accounted for by this variable. Overall maternal employment status (i.e., collapsing employment status categories to employed at all, never employed, and combining the three developmental stages) and overall perceived maternal attitude toward employment by working-mother daughters were significant in relation to fear of success at the .10 level. From supplementary analyses, fear of success was found to be significantly related to time of day mother was employed during the daughter's adolescence and significantly negatively correlated with the daughter's cumulative college grade point average. Explanations for the generally low level relationships found were offered and included a critical appraisal of the fear of success construct in relation to Horner's methodology, possible changing social norms and attitudes regarding female intellectual achievement, and the possibility of a situational, as opposed to developmental, origin of fear of success. It was concluded that it is most likely that a combination of situational and developmental factors act together to determine fear of success with developmental factors acting to predispose an individual to a fear of success or a lack of fear of success and situational factors acting to cause arousal of such a predisposition in specific situations. The need for future research was suggested to clarify and heighten the relationships found in this study by exploring maternal developmental variables using novel samples and instruments and examining the interactions of these variables on fear of success. Future research was also suggested to replicate previous fear of success research related to its incidence and performance in various situations utilizing new fear of success measures distinct from Horner's measure. In addition, future research was suggested to explore possible changing social and cultural attitudes regarding female achievement, to further explore situational factors related to fear of success arousal, and to ascertain the relative contributions to fear of success of situational versus developmental variables.

WE 003 743

Rogerson, Lannie Crocker

The Relationship between Academic Self–Concept, Locus of Control and Achievement Expectancy in Mathematics.

Affil—South Carolina Univ., Columbia.
Pub Date—78
Note—103p.; Ph. D. Dissertation
Available from—UMI, Order Number 7816524
Data Base ID—DAISEP78; 39-1407-A
Descriptors—*Academic Achievement, Age Differences, Elementary School Students, *Locus of Control, *Mathematics, *Self Concept, Sex Differences

The purposes of the study were to investigate the relationship between sex and performance expectancy for mathematics at the beginning of the school year, generalized beliefs of academic self-concept and locus of control and mathematics performance expectancy, and performance expectancy and performance attainment for mathematics. The Academic Self-Concept Questionnaire and the

Academic Achievement Accountability Questionnaire were administered to a sample of 256 students in grades 5 and 6. The study presents evidence supporting the relationship between academic self-concept and mathematics report grade expectancy. The magnitude of the correlation coefficient is +.33. When separate analyses were made by sex and grade level, the significant relationship held across grade and sex. Fifth-grade boys and girls and sixth-grade boys and girls all responded differently with respect to self-concept and mathematics performance. However, the difference was slight and not significant. With respect to the independent variable of academic locus of control, the findings indicate only a slight relationship between locus of control and mathematics report card grade expectancy. The relationship was significant for the sixth-grade students. This relationship may be due to more internal control perceptions because of maturity. Further analysis indicated that the mean scores of the students for locus of control were high, suggesting that the students in this sample believed that in general, their effort was an important influence in academic performance. The low relationship between locus of control and mathematics report card grade expectancy suggests that the subjects may not perceive effort as influencing success in mathematics performance. The results of this study suggest that the dependent variable of mathematics report card grade expectancy is significantly higher for girls than for boys; tends to be positively related to academic self-concept across grade level and sex; tends to be slightly related to academic locus of control for older children only; and tends to be positively related to actual report card grade attainment. For the independent variable of sex, the results indicate that: 1) Girls expected to receive significantly higher grades on their report cards than boys for mathematics. 2) Girls received higher mean scores on the self-concept measure than the boys. 3) Girls responded more internally than boys on the academic locus of control measure. 4) Girls attained higher mean report card grades in mathematics than the boys. While the findings of the study relevant to the variable of grade level support the hypothesized relationship of no significant differences between grade levels, a closer analysis of the data indicates that: 1) Fifth-grade students expected to receive higher mathematics report card grades than sixth-grade students. 2) Fifth-grade students responded with higher positive self-concept scores than did the sixth-grade students. 3) Sixth-grade students responded with higher locus of control scores than fifth grade students. 4) Fifth-grade students receive higher mean report grades in mathematics than sixth grade students. The data for this sample of students indicated that all groups believed that they not only had the ability to perform successfully in academic tasks but that their effort accounted in part for their success. The students tended to respond more internally than externally; however, the correlation between the variables of locus of control and mathematics performance expectancy was low. The findings also indicated a significant relationship between grade expected and grade attained. It is recommended that the student's expectancy for success and his beliefs about self be considered when planning instructional programs.

WE 003 744

Cleveland, Ella Funk

The Relationship between Feminist Beliefs and Classroom Job Assignments in Elementary School Teachers.

Affil—Case Western Reserve Univ., Cleveland, Ohio.
Pub Date—78
Note—97p.; Ph. D. Dissertation
Available from—UMI, Order Number 7816455
Data Base ID—DAISEP78; 39-1319-A
Descriptors—Age Differences, *Elementary School Teachers, *Feminism, Sex Stereotypes, Student Teacher Relationship, Teacher Characteristics
Identifiers—Ohio (Cleveland)

This study investigated the influence of female elementary school teachers' grade level, age, and educational level on their level of acceptance of feminist beliefs and classroom job assignments of students. This study was also designed to investigate the relationship between teachers' feminist beliefs and classroom job assignments. The study involved 152 subjects, all female elementary school teachers currently employed in seven school systems in Cuyahoga and Lake Counties, in and around the city of Cleveland. The FEM Scale (Smith et al., 1975) provided a measure of feminist beliefs, and the Classroom Helper Survey (CHS) provided the measure of classroom job assignments. Approximately half of the subjects in the study completed the CHS first, and, a week later, the FEM Scale. The remaining subjects completed the FEM first, followed a week later by the CHS. A 2 x 5 x 2 analysis of variance was done with grade level, age, and educational level of the teacher as the independent variables. The dependent variables consisted of level of acceptance of feminist beliefs and classroom job assignments of male, female, and all students. The findings suggest that the age of the teacher has an effect on her level of feminist beliefs. Younger teachers are more in agreement with feminist beliefs than older teachers. The results also suggest that teachers, as a whole, are moderately feminist. This study confirms most past studies investigating teacher interactions with students. The results of this study indicate that upper grade level teachers sex-type the boys in their classrooms. The findings of this study also suggest that there is a small, positive relationship between feminist beliefs and classroom job assignments. Recommendations are offered for some directions to be taken in the areas of teacher training and teacher inservice programs. This study has served to establish reliability and validity data for the CHS. Further applications of this instrument as a diagnostic measure of teacher behavior are suggested.

WE 003 745

Ashton, Eleanor

The Effect of Sex-Role Stereotyped Picture Books on the Play Behavior of Three- and Four-Year-Old Children.

Affil—Massachusetts Univ., Amherst.
Pub Date—78
Note—158p.; Ed. D. Dissertation
Available from—UMI, Order Number 7816228
Data Base ID—DAISEP78; 39-1310-A
Descriptors—*Childrens Books, *Play, Preschool Children, Sex Differences
Identifiers—*Sex Role Stereotypes

The purpose of this study was to ascertain the effect of sex role stereotyped picture books (as compared with nonstereotypic picture books) on the behavior of three- to five-year-old children. It was hypothesized that children's literature models sex role behaviors and these behaviors in turn affect the sex role behaviors of children. Thirty-two children, 16 boys and 16 girls, were individually given the opportunity to play with a select group of male, female, and neutral toys in an experimental room (located down a corridor from their nursery classroom) where their play behavior was recorded on videotape through a one-way mirror. Following this play session, each subject was to read a picture book that presented a same-sex main character playing with either sex role stereotypic or nonstereotypic toy. After this exposure, the subjects were given the opportunity to play with the same toys and their behavior was again recorded. It was found that boys and girls exposed to a stereotypic picture book significantly more often select a stereotypic toy with which to play (manipulate and visually regard) than children exposed to a nonstereotypic book. Conversely, boys and girls exposed to a nonstereotypic book significantly more often select a nonstereotypic toy with which to play than children exposed to a stereotypic book. The hypothesis was substantiated by these results. In addition, female subjects appeared to be more strongly affected by the picture books than their male counterparts. Both male and female groups, however, were more affected by the nonstereotypic picture book than the male and female groups exposed to the stereotypic picture book. It was concluded that picture books, through their characters, may offer children models that depict sex role behaviors. When children are exposed to these characters, they may in turn model these same behaviors. Therefore, to encourage the development of each child's potential for personal growth, storybook characters should portray a wide variety and range of sex role behaviors that are not limited by cultural stereotypic definitions.

WE 003 746

Gibson, Kenneth Dorcel

Women's Intercollegiate Athletic Administration: An Analysis of the Program in Selected Colleges and Universities Affiliated with the Association of Intercollegiate Athletics for Women.

Affil—Brigham Young Univ., Provo, Utah.
Pub Date—78
Note—149p.; Ed. D. Dissertation
Available from—UMI, Order Number 7816190
Data Base ID—DAISEP78; 39-1418-A
Descriptors—Athletic Programs, Colleges, *Intercollegiate Programs, *Program Administration, Universities, *Womens Athletics
Identifiers—Association of Intercollegiate Athletics for Women

The problem of this study was to analyze the administration of the women's intercollegiate athletic program in selected colleges affiliated with A.I.A.W. A questionnaire was prepared and mailed to the director of the women's intercollegiate athletic program in 121 selected colleges from across the nation. With a return of 92 (76%), an analysis was made on the basis of the nine regions represented as well as whether they were large, small, public, or private. Fifteen administrative areas were analyzed. On the basis of this analysis, it was concluded that there was a difference in the administration of the women's intercollegiate athletic program in the small and large public and private colleges and among the nine regions of the A.I.A.W.

WE 003 747

Jennings, Robert Bruce

A History of the Educational Activities of the Women's Educational and Industrial Union from 1877–1927.

Affil—Boston Coll., Chestnut Hill, Mass.
Pub Date—78
Note—175p.; Ed. D. Dissertation
Available from—UMI, Order Number 7816105
Data Base ID—DAISEP78; 39-1383-A
Descriptors—Educational History, *Organizational Development, Organizations (Groups), *Vocational Education, *Womens Education
Identifiers—Massachusetts (Boston), Status of Women, *Womens Educational and Industrial Union

This study presents the history of educational activities of the Women's Educational and Industrial Union. It traces the historical development of the union and programs related to education from 1877 to 1927. The Boston, Massachusetts, based women's union began as a group mainly interested in study and self-improvement but soon evolved into an organization which saw education as a prime instrument for upgrading the status of women in an industrial economy. The union's contribution would be highly significant in the history of education if it had done no more than to nurture the Prince School of Salesmanship. Yet the union has done a variety of things in women's education and vocational education. The union established a research bureau, which among other things published several books of great importance to the education and economic status of women; it set up a bookshop and library, maintained an employment bureau to place college-trained women, ran a variety of lectures and classes dealing with both liberal and vocational subjects, established a vocational training program of its own, and conducted a School of Housekeeping. The Massachusetts Board of Education commissioned the union to make studies of the types of trade schools which were to be established in Worcester, Springfield, and Somerville. In addition to the aforementioned programs and activities, all of the union's activities were used as training opportunities. Students were encouraged to learn all facets of merchandising, food preparation, operation of the union lunch room, trade shop management, and union accounting procedures. The union also developed relations with the Boston public schools through gardening programs, cooperative education in trade education for high school students, and assumption of the responsibility for the school hot lunch program. This study concerns itself with the activities of the union during its first 50 years, a time period in which the basic structure and function of the union took shape and which also saw the development and acceptance of the theory and practice of vocational education on the national scene. It presents the evolution of the organizational structure of the union and the development of the wide range of union activities, describes the union-sponsored lectures for women, and details the programs and courses of instruction developed for the vocational training of women. Special attention is given to the development and organization of the Prince School of Salesmanship. Since the union has been generally overlooked by historians, there is very little secondary material available. Fortunately, there exists a great deal of primary source material to support this study. This includes the books produced by the union's research bureau, the union's annual reports, unpublished accounts written by union members, public announcements, and brochures published by the union describing various courses of study. Most of the materials used are stored at the offices of the Women's Educational and Industrial Union in Boston, Massachusetts. Primary source material regarding the Prince School of Salesmanship is located in the archives of Simmons College in Boston. Additional materials dealing with women's education in general and the women's union in particular are preserved at the Schlesinger Library of Radcliffe College in Cambridge, Massachusetts.

WE 003 748

Hanley, Edward Gerard

Male and Female Elementary School Teachers' Attitude and Their Perception of the Other Sex's Attitude toward the Women's Liberation Movement–A "Q" Analysis.

Affil—Wayne State Univ., Detroit, Mich.
Pub Date—78
Note—188p.; Ph. D. Dissertation
Available from—UMI, Order Number 716030
Data Base ID—DAISEP78; 39-1868-A
Descriptors—*Elementary School Teachers, *Feminism, Sex Differences, *Teacher Attitudes
Identifiers—Ontario, *Womens Liberation Movement

This dissertation study explored the individual and group attitudes of male and female elementary school teachers from Windsor, Ontario, Canada towards the issues raised by the women's liberation movement. Also explored were the teachers' perceptions of the opposite sex's view of issues from the movement. Data were generated from the developed Q-sort card set and its administration to the selected teachers. The Q-sort card items came from an examination of popular and research literature associated with the movement, mass media accounts, and conversations with advocates and nonsupporters of women's liberation. The "known-groups" method was employed to select the feminist, traditionalist, and middle subjects (male and female). Q methodology and techniques were used throughout this study to develop person-types and their respective views of women's liberation issues. The structured and balanced design of this study focused on four broad areas of concern–work, socialization, identity, and reproduction. Individual analysis of variance examinations were completed for each participant. Subject factor analysis was performed and used to produce Z arrays of the person-types. An analysis of variance for each of the determined factors was executed. Similar calculations were used for both the person sort (sort P) and the opposite-sex sort (sort O). As expected, through the use of the person-sort and subject factor analysis, the self-proclaimed feminist, traditionalist, and middle teacher types did clearly identify with the statements devised to describe their bias. The proclaimed attitude of the participants–not gender–accounted for the variance in responses. Analysis of variance showed attitude as significant whereas the areas of concern, and the interaction of areas and attitudes were not. The same women's liberation issues were found to be salient for both feminist and traditionalist types but with both types showing opposing viewpoints. The middle type appeared to be uncommitted. Z arrays provided a means of determining how the issues were valued by the person types. With regard to attitudes of the opposite sex, females perceived males to favor traditionalism and disfavor feminism. Males perceived females to all be feminist and negative toward traditionalism. When examining female perceptions, gender was found significant while attitude was not. The opposite was true for male perceptions. The arrays of sort O presented a profile of prevalent sex stereotypes. A concern for self seemed to be an emergent trend for both sexes.

WE 003 749

Dimond, Roberta Ralston

Expectations by Vocational Counselors as a Function of Client Race and Gender.

Affil—Pennsylvania Univ., Philadelphia.
Pub Date—78
Note—209p.; Ed. D. Dissertation
Available from—UMI, Order Number 7815955
Data Base ID—DAISEP78; 39-1336-A
Descriptors—*Counselor Attitudes, Expectation, Racial Discrimination, Sex Stereotypes
Identifiers—*Occupational Stereotypes, Pennsylvania, Sex Bias

The purpose of this study was to determine if counselors hold biased attitudes regarding appropriate careers for different genders and races. Since attitudes are usually reflected in behavior, either conscious or unconscious, the assumption was made that if counselors did hold biased vocational stereotypes, these attitudes would be communicated, directly or indirectly, to their clients. The study measured the racial and gender implications of predictions made by secondary school counselors. The subjects were randomly selected from a Pennsylvania State Department of Education list of counselors and they were mailed packets of materials with a request for their participation in a study of vocational predictions. From the mailed returns, a final sample of 320 subjects was obtained; there were 80 counselors in each of four groups, depending upon which of the four forms of the instrument they completed. The author created the instrument which consisted of 8 simulated high school students with specific occupational goals and 10 counselor prediction variables. All the data describing client background, abilities, interests, etc., were held constant, while four forms of the instrument were created varying the race and the gender of the student. (For example, the first client was an aspiring lawyer–white male on Form W; white female on Form X; black male on Form Y, black female on Form Z. Each had identical personal descriptions.) The subjects were instructed to mark boxes to indicate percentage of expectation for each client on 10 dependent variables. The scoring scale was based from 1 (0-16% chances) to 6 (84-100% chances). Counselors predicted probability for clients in job success, satisfaction, change of job, advanced degree, problems on the job, vocational guidance, mental health, happiness, intercession, and hire. Each counselor was exposed to two clients of each racial-gender type. Career goals were lawyer, biologist, teacher, hairdresser, doctor, repairworker, nurse, and keypuncher. The computer program analyzed each career separately using three independent variables (race, gender, race x gender); these multivariate tests found 13 of 24 significant at p .05 (54%). The univariate tests of the 10 dependent variables by eight careers with three effects obtained significant results on 44 of 240 tests (18%). Overall, these effects appeared at least twice as often as would be expected by chance. The index of group discrimination for this MANOVA analysis was the complement of Wilks lambda. The results suggested that counselors do seem to be affected by the race and gender of clients when they predict occupational outcomes. Overall, race was a less important influence than gender or interaction (r x g). The counselors favored the black lawyer, the white male biologist, the black male doctor, the black male repairman, and the female keypuncher. To a lesser degree, the counselors favored the white teacher and the male nurse. Hairdressing was the only career where no findings were significant. Enough evidence was found to suggest that counselors reexamine their own attitudes for signs of racial or gender bias. The results showed that most prejudices were career-specific. Black women were generally rated lower, but no one race or sex was favored or rejected for all careers. Traditional stereotypes favoring the white male scientist, white teacher and black male repairworker were supported. Yet, other vocational stereotypes were rejected by favoring the black doctor, the black lawyer and the male nurse. It was concluded that there was evidence of bias in seven of the eight career areas examined and that counselors should attempt to be more aware of racial and gender stereotypes in order to serve their counselees in a more equitable manner.

WE 003 750

Carter, Frances Moore

The Relationship of Gifted Adolescents' Self Concept to Achievement, Sex, Grade Level, and Membership in a Self–Contained Academic Program for the Gifted.

Affil—Pennsylvania Univ., Philadelphia.
Pub Date—78
Note—213p.; Ed. D. Dissertation
Available from—UMI, Order Number 7815954
Data Base ID—DAISEP78; 39-1406-A
Descriptors—Academic Achievement, *Academically Gifted, Adolescents, Age Differences, *Educational Programs, Program Effectiveness, *Self Concept, Sex Differences

Over the past decade psychologists and educators have become increasingly aware that the self concept serves as an index, or criterion, of self-actualization. Although countless studies have been conducted on the specific problems of the gifted, few have dealt in particular with the self-concept of the gifted adolescent as it relates to several variables–achievement, sex, grade level, and membership in a self-contained academic program for the gifted. The investigator used a matched cohort approach in this ex post facto multivariate study, pairing 103 students in a special academic program for the gifted with 103 students in the regular academic program. They were matched by sex, grade, and intelligence. Research questions generated included: 1) Is there a difference between the self-concept of members of the Academically Talented Program and members of the regular academic program? 2) Is there a difference in self-concept across the 7th-, 9th-, and 11th-grade levels? 3) Is there a difference in self-concept between males and females? 4) Do interactions exist between grade level and program? 5) Do interactions exist between grade level, academic program, and sex? 6) Are the relationships between self-concept and the following variables–intelligence, academic achievement, external demands, and social/affiliative needs–different for males and females? 7) Within the Academically Talented Program do the discrepancies between self-concept and ideal self differ for students performing at potential, above potential, and below potential? 8) Within the Academically Talented Program do differences exist in the discrepancies between the self-concept and the ideal self among the 7th-, 9th-, and 11th-graders? Since all subjects have been drawn from the top ability group in the same school district, generalizability is limited. It is further limited by the cross-sectional rather than longitudinal nature of the study and by the nature of the geographical area from which the population is drawn–a largely middle- to upper-middle class suburban community. Data included the Tennessee Self Concept Scale scores and the self-concept and motivation inventory scores. It also included I. Q. scores, achievement test scores, grade point averages over a three-year period, performance level ratings set by individual guidance counselors, self-concept essays written in English classes, and interviews with the lowest quartile scorers on the self-concept scales. Data analysis for Hypothesis 1 included a three-way analysis of variance and Scheffe's post hoc analysis of simple contrast between group means. Hypothesis 2 was tested by using the Pearson Product-Moment Correlation Coefficients computations. Differences between the correlation coefficients were then tested for significance with a one-tailed z-test using Fisher's Zr transformation. For Hypothesis 3, discrepancy scores were derived from z-scores on two measures; these discrepancy scores were then subjected to an analysis of variance. The Pearson Product-Moment Correlation Coefficients were computed for Hypothesis 4, followed by a test for difference between dependent variables. No significant differences existed among the self-concept scores of members of the two academic programs. Seventh graders had a significantly lower self-concept than the 9th and 11th graders. There were no two-way or three-way interactions nor any main effects for sex, grade, and potential within the Academically Talented Program. There were no significant differences within this program in the discrepancy scores for students performing at potential, above potential, and below potential. Finally, it was found that a negatively significant correlation existed between self-concept scores and achievement scores; on the other hand, no significant relationship existed between the self-concept scores and grade point averages over a three-year period.

WE 003 751

McKinley, M. Cheryl

The Effect of a Psychology of Personal Growth Course on Levels of Self–Actualization and Psychological Androgyny in Mature Women Students.

Affil—Loyola Univ., Chicago, Ill.
Pub Date—78
Note—240p.; Ph. D. Dissertation
Available from—UMI, Order Number 7815876
Data Base ID—DAISEP78; 39-1346-A
Descriptors—Androgyny, Changing Attitudes, Junior College Students, *Personal Growth, *Self Actualization
Identifiers—*Reentry Students

The purpose of this study was to examine a sample of mature women (mean age = 39) participating in a psychology of personal growth class for mature women at a community college, comparing them with a similar sample of women who had no previous exposure to such a course. More specifically, the purpose of the study was to measure possible changes in levels of self-actualization and psychological androgyny after participation in a one-semester personal growth class. The study was conducted at a community college in a middle-class suburban area of a large metropolitan midwestern city. To determine the effect of treatment, subjects were pre- and posttested using the Personal Orientation Inventory and the Bem Sex-Role Inventory (BSRI). Fifty-two women who enrolled in the course comprised the experimental groups. The control group consisted of 83 women who were randomly selected from the returning women population and who had never enrolled in this course. Four sections of psychology of personal growth were selected as the treatment groups. Each section of the course, which consists of a cognitive and affective group approach, contained approximately 15 students, met for three hours a week for 16 weeks, and offered three hours of credit. Multivariate analysis of variance and univariate F tests were the statistics used to assess the significance of change. The major results of this study can be summarized as follows: 1) Women in the control group had significantly higher levels of self-actualization and were less traditional as measured by the standardized instruments on pretesting. 2) The experimental group improved significantly on levels of self-actualization (p..004) from pre- to posttesting. 3) The experimental group did not become significantly more androgynous from pre- to posttesting. 4) Because the groups were nonequivalent at the onset of the study, a multivariate analysis of variance of gain scores test was computed to compare the change within the two groups. The results revealed that, compared with the control group, the experimental group improved significantly on levels of self-actualization (p..001) and psychological androgyny (p..021). 5) The control group experienced no significant change from pre- to posttesting on either of the measures used. In addition, further analysis of the BSRI data indicated that the experimental group was becoming somewhat less traditional in their sex role attitude. Student evaluations were extremely positive, indicating satisfaction with the amount of personal growth accomplished. These findings indicate that within the returning women population there are varying degrees of needs. Those women who enrolled in the course demonstrated lower levels of self-actualization. For these women, the psychology of personal growth course was successful in helping them raise their levels of self-actualization. Though they did not become significantly more androgynous, they did become less bound to the traditional feminine sex role.

WE 003 752

Baxter, Steven Grant

The Relationship of Self Concept and Career Choice among University Music Students.

Affil—Kentucky Univ., Lexington.
Pub Date—77
Note—100p.; D. M. A. Dissertation
Available from—UMI, Order Number 7815728
Data Base ID—DAISEP78; 39-1399-A
Descriptors—*Career Choice, College Students, *Music Education, *Self Concept, Sex Differences
Identifiers—University of Kentucky

The purpose of this study was to determine if significant differences existed between freshman and sophomore music majors at the University of Kentucky who chose a career in music education and those who did not. The comparison was made to discover if a relationship existed between the students' self-concept and their choice of career. During the spring semester of 1976, 69 music students enrolled in two separate music history courses at the University of Kentucky were given a questionnaire which asked them to describe their musical and family background, immediate career plans upon graduation, to identify their favorite teacher in high school, and to rate their perceived chances for employment in their field of specialization upon graduation. In addition, those students who planned a career in music education were asked to indicate from eight possible reasons listed the two which best described their motives for entering the curriculum in the order of first and second priority. Each subject was administered the Tennessee Self Concept Scale (TSCS) with appropriate instructions. Of those completing the questionnaire and the TSCS, 56 were either freshman or sophomore students enrolled in Music Education or Bachelor of Arts or Applied Music curriculums. For the purpose of this study, the Music Education students were considered prospective teachers and the Bachelor of Arts and Applied Music students were considered nonprospective teachers. In addition to being divided by professional aspiration, the data were also arranged according to the sex of the subject. Three null hypotheses were tested: 1) There is no significant difference between the self-concept of music students who choose a career in public school music and those who do not. 2) There is no significant difference between the self-concept of men who select a career in music and women who select a career in music. 3) There is no significant difference in self-concept between men in music education and women in music education. In order to test for the factors of sex and profession, a two-way analysis of variance was applied with a regression procedure. The results indicated no significant differences in total self-concept between groups divided by professional aspiration and no significant differences in total self-concept between groups divided by sex. Therefore, the three major null hypotheses were not rejected. Certain differences did exist between groups in subscores of the TSCS. B.A./Applied students scored significantly higher in "Self Satisfaction" and "Family Self." Music Education females scored significantly higher in "Physical Self." Results of the questionnaire indicated: 1) Almost all students in the test groups identify most closely with teachers of music and/or subjects of the humanities. 2) Both the Music Education group and the B.A./Applied group are optimistic about their chances for employment in their field of specialization. 3) Of the choices presented, no single one emerged as the best descriptor of motive for entering the field of music teaching. Within the limitations of the study, results suggested that no relationship exists between the students' self-concept and their choice of career. Specific recommendations for further research were made.

WE 003 753

Ahrens, Lydia Anne Davidson

A Factorial Analysis of the WISC–R: Sex Differences at 7 1/2, 9 1/2, and 11 1/2 Years of Age.

Affil—Texas Woman's Univ., Denton.
Pub Date—78
Note—137p.; Ph. D. Dissertation
Available from—UMI, Order Number 7815584
Data Base ID—DAISEP78; 39-1497-A
Descriptors—Age Differences, Elementary School Students, *Intellectual Development, Intelligence Tests, *Sex Differences
Identifiers—*Wechsler Intelligence Scale for Children (Revised)

A total of 150 boys and girls were administered the Wechsler Intelligence Scale for Children-Revised (WISC-R) in order to compare differences in the factors of intelligence by sex and age. Six research groups were formed by matching 25 boys with 25 girls on the variables of age, full-scale intelligence quotient, grade level achievement, socioeconomic status, race, and language. Both scale and raw score data for the WISC-R were analyzed using the Unrotated structure, Oblique, and Varimax rotations. Factor loadings were considered significant at or above + 30. Results indicated the structural composition of factors varied by sex and age. A verbal-performance dichotomy was found for boys and girls at the 9 1/2- and 11 1/2-year-old age levels. The Verbal factor identified at each age and sex level indicated a strong component of school taught knowledge. The 7 1/2-year-old Verbal factor was marked by memory ability. The 9 1/2-year-old males showed a conceptual component to the Verbal factor. The Verbal Comprehension factor for the 11 1/2-year-old females contrasted with the factor identified for the 11 1/2-year-old males. The Verbal

Comprehension factor identified for the 11 1/2-year-old females was characterized by higher significant loadings across rotational techniques on the subtests used to define the factor. The Verbal factor for the males revealed a remote auditory memory skill that did not appear for females until 11 1/2 years of age. Attention and concentration were delineated as components of Verbal and Perceptual Organization skills for the females. The difference between the experimental groups in the factors defined as Nonverbal (Performance) were not clearly demarcated until the 11 1/2-year-old age level. Differences portraying visual-motor planning ability were more consistent for the male samples across age levels. Differences between the sexes in visual-motor and speed skills emerged at 9 1/2 years of age in the female sample and appeared to be clearly established by 11 1/2 years. The Memory and Sequential Memory factors identified for the 11 1/2-year-old males and females indicated auditory and visual memory skills appear to become integrated at the 11 1/2-year-old age level for the samples of this study.

WE 003 754

Welsh, Jane Mueller

Career Development of Women through Adult Life Stages.

Affil—Arizona State Univ., Tempe.
Pub Date—78
Note—130p.; Ph. D. Dissertation
Available from—UMI, Order Number 7815253
Data Base ID—DAISEP78; 39-1354-A
Descriptors—Adults, *Developmental Stages, *Vocational Development
Identifiers—*Developmental Career Stage Theory (Super)

The purpose of this study was to examine the extent to which Super's developmental career stage theory is appropriate to adult women. The sample for this study was drawn from the population of women attending Mesa (Arizona) Community College between spring 1976 and spring 1977. Stratifying for an equal number of subjects in each age group between 21 and 59, a total of 378 subjects was included. There were 10 subjects in each year of age between 21 and 55. Because there were fewer women ages 56 through 59 enrolled at Mesa Community College, 7 subjects were included for each age in these years. An adapted form of the Career Development Inventory (CDI), Adult Form, and a Personal Data Form (PDF) were the instruments used for this descriptive, cross-sectional study. The CDI was given to determine where subjects were in their career development. The four scales of the CDI characterize Super's developmental career stages. The PDF was given to determine descriptive variables of the subjects. The CDI was adapted to determine if women older than the exploration stage age parameters were recycling through the exploration stage or in that stage for the first time. Scores on each of the four CDI scales were obtained for each subject. In addition, frequency counts were taken of responses to the PDF and questions making up the CDI adaptation. Percentages were calculated and tables were developed to report the data. A stepwise discriminant analysis was performed using information from the PDF to determine if and how the groups differed. An analysis of the data revealed the following: 1) A large majority (87.8%) of women in the study did not fit the developmental career stage theory postulated by Super. 2) Using discriminant analysis, significant differences were found between the groups of women who fit and those who did not fit Super's theory. The older the unemployed women were, and the more children they had between the ages of 6 and 17, the less likely they were to conform to Super's developmental career stage theory. 3) Women designated as being in the exploration stage, who were older than the age parameters for this stage, were not just recycling through the stage. Results revealed 40.9% of those subjects fitting the crystallization substage, 29.8% of those fitting the specification substage, and 44.2% of those fitting the implementation substage judged themselves to be considering exploration stage career concerns for the first time. Results of scores on the CDI indicate Super's developmental career stage theory was not applicable to a large majority of women in this study. It was possible to discriminate between the groups of women who fit and did not fit Super's theory by knowing their age, employment status, and the number of children they had between the ages of 6 and 17. Super's opinion that all persons fitting the exploration stage but older than the exploration stage age parameters were recycling through that stage was not held up by the data.

WE 003 755

Washington, Patricia Lee

The Black Woman's Agenda: An Investigation into Strategies for Change.

Affil—Arizona State Univ., Tempe.
Pub Date—78
Note—198p.; Ph. D. Dissertation
Available from—UMI, Order Number 7815251
Data Base ID—DAISEP78; 39-1308-A
Descriptors—*Behavior Change, *Change Strategies
Identifiers—*Black Women

The purpose of this study was to investigate and determine whether a strategy or strategies for change existed among participants of the Black Woman and the Bicentennial Conference, (BWBC). The methodology employed was content analysis. The content subjected to analysis was the transcribed tape recorded proceedings of the BWBC. Recommendations for change were the observations extracted, verbatim, from the conference content. These observations were determined by their responses to either of two questions. 1) How can change for black women be promoted? 2) What is required in the promotion of change for black women? The observations which compiled to the aforementioned criteria numbered 235 and were grouped into 15 classifications plus a miscellaneous grouping. The classifications were titled Assessment and Planning; Commitment and Dedication; Future Orientation; Home, Family, and Community; Doubt and Suspicion; Solidarity; Demand and Altercate; Cognitive Development; Economic and Fiscal Development; The Political System; The Educational System; Individuality; Black Awareness and Identification; and Relating to Men. Strategies for change were identified among the observed recommendations for change. The strategies were identified based on action oriented words, i.e., certain verbs. In this study there were 177 observations identified as strategies for change. The recommendations and strategies for change were prioritized based on the frequency of observations in each classification. Of the 15 classifications mentioned, the classification of solidarity was dominant. Solidarity referred to advocacies which suggested the existence of connective, combinative, and inclusive relationships in pursuit of change and resolution. The strategies for change observed in this study were also examined according to the implementers of the action, the change agents. The specified change agents were blacks, women, black women, and an all inclusive group denoted by "we." The latter group was specified in over 80% of the strategies observed in this study. Change strategies articulated during the BWBC were compared to seven strategies for change described by Kurt E. Olmosk. Olmosk's strategies were titled Academic, Confrontation, Economic, Fellowship, Military, Political, and Engineering. The Academic strategy for change prevailed as the one most comparable to the strategies observed in this study. This investigation contributed baseline information to the broad area of change relative to black American women. The results of this investigation led to a number of recommendations for further research. These included additional studies with other populations of predominantly black women. These recommendations could not only establish reliability and generalization of this study's findings but would also augment the limited scholarly endeavors in research relative to the American black women.

WE 003 756

DesJardins, Carolyn Dooley

Self Perceptions of Women over the Adult Life Cycle.

Affil—Arizona State Univ., Tempe.
Pub Date—78
Note—149p.; Ph. D. Dissertation
Available from—UMI, Order Number 7815228
Data Base ID—DAISEP78; 39-1336-A
Descriptors—*Adults, Age Differences, *Developmental Stages, Junior College Students, Psychological Characteristics
Identifiers—Reentry Students

This study was developed to investigate whether women would respond in age-related patterns to statements reflecting psychosocial characteristics over the adult life cycle from ages 21 to 59. Other areas of consideration were the possibility of more clearly defining adult stages of female development and the exploration of adult women's self-reports related to crises, depression, happy life periods, expectations from others, and major positive influences. The random stratified sample for this study consisted of 378 adult women who were students at Mesa Community College in the Phoenix (Arizona) area. They ranged in ages from 21 to 59. The sample was controlled for education, ethnic origin, and marital status to insure as homogeneous a group as possible. Each subject completed a modified Gould Developmental Inventory (GDI), a supplemental data sheet, and provided demographic data. To answer the primary research questions, a mean score was obtained for the 10 subjects in each year from age 21 to 55 and the 7 subjects in each year from age 56 to 59 on each of the 160 variables on the GDI. These variables were statements reflecting psychosocial characteristics in the areas of time orientation; self-concept; relationship to parents, children, spouses; career and social issues; intimacy; and male/female and female issues. These means were presented graphically across the life cycle to provide patterns of development. The secondary research questions were answered through self-reports by the subjects. The study is descriptively and graphically reported. Conclusions drawn from the study include: 1) The Gould Developmental Inventory did indicate that adult women respond to psychosocial statements in patterns according to chronological age. 2) While the study did not define the parameters of stages of development for adult women, it did suggest characteristics and changes that occur at various life stages. 3) The crises data suggested that not all crises lead to change, but were not sufficient to determine the relationship between crises and development. Subjects most frequently listed death of one close as a crisis, but reported that divorce caused most change. 4) Depression in varying degrees appears to be a condition of many adult women, with most depression reported in the thirties. 5) These subjects reported that the period of their lives that included first love, marriage, and first child was the happiest. 6) These subjects reported that they were most influenced in a positive way by mothers and grandmothers, husbands, and friends in that order. 7) The subjects reported similar expectations from others at various adult stages with some expectations reported at all ages.

WE 003 757

Charles, Michael T.

An Evaluation of Female Recruit Performance and Male/Female Recruit Perceptions of the Female Trooper's Role in the 90th Michigan State Police Training Academy.

Affil—Michigan State Univ., East Lansing.
Pub Date—78
Note—264p.; Ph. D. Dissertation

Available from—UMI, Order Number 7815104
Data Base ID—DAISEP78; 39-1858-A
Descriptors—Job Training, Peer Acceptance, *Role Perception, *Sex Differences, *State Police, Task Performance
Identifiers—Michigan, Nontraditional Career Choice

The purpose of this research project was to study female recruits in the 90th recruit school of the Michigan State Police Training Academy. More specifically, this study was designed to consider five major aspects of the training process–1) comparison of male and female academic performance; 2) comparison of male and female physical performance; 3) comparison of male and female technical performance; 4) comparison of male and female perceptions of the female trooper's role to determine if inter-sender conflict existed (inter-sender conflict exists when disagreement among members of the role set occurs, i.e., when the focal person and "significant others" do not agree on desired behavior in specific job situations); 5) determination of the effect the academy had on male and female perceptions of the female trooper's role. Results indicated that there was no significant difference between male and female recruits in academic performance, technical performance, or the average aggressiveness score, which made up one-half of the physical performance measure. A statistically significant difference between the sexes on the average ability score, which made up the second half of the physical performance measure, was found. However, due to the lack of operational definitions for both ability and aggressiveness, as well as the lack of an inter-rater reliability measure for the judges scoring the physical measure utilized at the academy, the reliability of the physical measure was brought into question. Qualitiative data obtained in the study did, however, support the contention that female recruits were, overall, not as physically strong as their male counterparts. In the Pre-Academy Survey a significant difference between the sexes existed in their perceptions of the female trooper's physical and general roles, while the technical role measure approached a significant level. On the Post-Academy Survey, all three role measures were found to differ significantly between the sexes. While male recruits were more restrictive of the female trooper's role on each of the three role measures, the majority of male recruits supported female officers in the general and technical role of the police officer. However, it was discovered by the writer than even seemingly small degrees of inter-sender conflict can result in conflict for both the organization and the focal person (the female recruit) herself. Finally, no significant change in role perceptions occurred during the academy process. It was felt that male recruits continued to exclude female officers from the physical function of police work for two major reasons: 1) Female recruits, overall, did not perform the physical tasks at the academy as well as did male recruits. 2) The academy experience was felt to be isolated from the police officer's everyday world of work. Female recruits continuing to report that they felt that female officers could perform the physical role of a police officer were thought to have done so largely because of their success at passing the physical components of the academy. Finally, the successful performance of female recruits in the general and technical role components at the academy was thought to have aided in maintaining general support among both male and female recruits on these role measures. Thus, inter-sender conflict existed for female recruits at the conclusion of the academy. Results obtained from the Peer Evaluation Form utilized in this project further indicated that male recruits did not accept female troopers as their equals.

WE 003 758

Bauer, Lois M.

An Investigation of Determinants of Levels of Professional Achievement Attained by a Group of Women Administrators Employed in Selected Divisions of Continuing Education in Michigan during the Years 1960–1976.

Affil—Michigan State Univ., East Lansing.
Pub Date—78
Note—202p.; Ph. D. Dissertation
Available from—UMI, Order Number 7815092
Data Base ID—DAISEP78; 39-1257-A
Descriptors—*Administrative Personnel, Administrator Qualifications, Adult Education, College Administration, *Promotion (Occupational)
Identifiers—Michigan

The study investigated the career progress of women who attained professional administrative positions during the years 1960-76 within divisions of general university continuing education in public four-year institutions of higher education in Michigan. Specifically, the purpose was 1) to obtain information of division appointments of women into professional administrative positions during the years 1960-76 inclusive; 2) obtain information of certain personal and social context characteristics of the women employed in the professional administrative positions; 3) obtain information of certain characteristics of the employing institutions and the divisions of general university continuing education; 4) analyze the positions attained in terms of a position hierarchy schema; 5) examine relationships between characteristics of the women, characteristics of the institutions, the Equal Opportunity mandates and level of position attained. The population of organizations was the public four-year institutions of higher education in Michigan. The population of women consisted of all women who attained a professional administrative position within the divisions of continuing education in these institutions. Fifty-one women were interviewed. The position under study was the highest level administrative position which a woman occupied while employed in a division of continuing education during the years 1960-76. Data were analyzed in terms of level of position attained by the women in the division. Forty-six of the 51 women were appointed during the years 1960-76 inclusive; 29 in the 1970s. Generally, divisions appointed only one woman during a year. However, in 1973, nine women were appointed, four by a single division. In 1976, one division appointed the first woman to the position of Dean of Continuing Education. The position schema defined the positions occupied at five levels. Nearly one-half of the women occupied positions at Level V, the lowest level. Fewer were located at each of the higher levels. The woman's age, level of education, and years of employment experience had little relationship to the level of position attained. Nevertheless, women with the doctorate degree did occupy positions at the three higher levels. There was some indication that divisions may prefer a certain level of education, and perhaps a certain age, of the professional level employee based on the clusters of women employed by individual divisions. Nearly all of the women transferred to the continuing education position from another position in the same institution or from another organization within the immediate community. It appeared that the appointment of many women was related to their prominent visibility and to their possessing the desired characteristics and attributes, primarily, a certain level of education and outstanding expertise. The record of appointments suggested that divisions were responding to the federal equal opportunity mandates to improve the status of women. The responses of the women appointed provided little support to this contention. It also appeared that the majority of the women were assigned to, or offered, professional administrative positions that were not in a direct promotional line within either the division or the institution. The evidence from the study is inconclusive to account for this situation.

WE 003 759

Fisher, Jerilyn Beth

The Minority Woman's Voice: A Cultural Study of Black and Chicana Fiction.

Affil—American Univ., Washington, D.C.
Pub Date—78
Note—38p.; Ph. D. Dissertation
Available from—UMI, Order Number 7814917
Data Base ID—DAISEP78; 39-1565-A
Descriptors—Authors, *Fiction, *Literary Analysis, Twentieth Century Literature
Identifiers—*Black Women, *Chicanas, Morrison (Toni), Portillo (Estela), Status of Women, Walker (Alice)

Recent fiction by black and chicano women expresses the painful disparity between the celebration of an ethnic tradition and the female's yearning for relief from constricting social values. This literature emphasizes the contradiction between women's considerable power in the home and their subordinate status in the community by depicting concomitant portraits of strong and weak female characters. Those who follow the prescribed path of female acquiescence often find their dreams of love overwhelmed by the harsh reality of racial and sexual restraints. Others question those stifling historical molds and face the challenge of maintaining the desired allegiance to their cultural heritage. Unlike male authors who have dominated both black and chicano fiction, contemporary women writers do not describe the racial clash with white society, although that reality is implied in their work. Instead, they write about intraracial struggles between the sexes. Since the family represents the minority male's sanctuary from the daily prejudice he encounters, sexual violence becomes a misdirected response to racial oppression. Typical, too, of the minority female imagination is the frequent appearance of females who band together for support against male supremacy. Cross-cultural and literary differences are noted in the paper, but more similar than different issues emerge. The major writers explored are Toni Morrison, Alice Walker, and Estela Portillo. Sociological studies are used to support literary interpretations in order to understand what the minority woman reveals, through her fiction, about the female experience.

WE 003 760

Rabenau, M. Leianna

The Perceptions of Superintendents of the Importance of Selected Variables Used To Evaluate Male and Female Applicants for the Position of Public School Administrator.

Affil—Saint Louis Univ., Mo.
Pub Date—78
Note—222p.; Ph. D. Dissertation
Available from—UMI, Order Number 7814624
Data Base ID—DAISEP78; 39-1242-A
Descriptors—Administrative Personnel, *Administrator Attitudes, *Administrator Evaluation, Administrator Qualifications, Public Schools
Identifiers—Missouri, *Sex Bias

The purpose of this study was to assess the attitudes of superintendents in Missouri toward the importance of selected variables used to evaluate administrator behavior as they pertain to male versus female applicants for administrative positions in the public schools. The variables–district enrollment, type of area in which district was located, age and extent of education of the superintendent–were also investigated for possible significant differences in the perceptions of the participating superintendents. The review of the related research revealed that there were many studies of the qualities that make a good administrator. Much research has been done to compare the effectiveness of men and women in administrator roles. In these studies, women excelled or equalled their male counterparts in effective administrator behavior with the exception of one of these studies. Yet the number of female administrators continues to decline in education. The attitudes of those in power toward the effectiveness of women in administrator roles has not been researched. This lack of research concerning this factor is particularly acute in Missouri. Two random samples each of 100 superintendents from Missouri were sent questionnaires. Usable returns from the sampled superintendents numbered 82% of the female applicant questionnaires and 69% of the male applicant questionnaires. The data obtained from the questionnaires were subjected to a one-way ANOVA for the purpose of determining significant differences in the perceptions of the superintendents to male versus female applicants for the position of educational administrator. There was no significant difference in the perceptions of superintendents concerning their evaluation of male and female applicants for the position of public school administrator. District enrollment, district location, and educational level of the superintendent had no significant effect upon the respondents' perceptions of male and female applicants. The age of the superintendents did have a significant effect on their perceptions of male and female applicants in interpersonal relationships. For superintendents under age 48, interpersonal skills were viewed as more important for female applicants than male applicants, whereas for administrators 48 and over, interpersonal skills were viewed about as equally important for male and female applicants. Results of the study of the effects of district enrollment on the perceptions of superintendents showed that, in general, in both large and small districts more importance was placed on personal relationships for female applicants than male applicants. Results of the study of the effects of the type of area in which superintendents' districts were located showed that respondents with districts located in areas of less than 10,000 population placed more emphasis on interpersonal relationships than did those from areas of more than 10,000 population.

WE 003 761

Stein, Stephen Robert

An Investigation of the Relationship between Gender Appropriate Vocational Interests, Self-Actualization, Dogmatism, and Holland's Six Personal Orientations.

Affil—Catholic Univ. of America, Washington, D.C.

Pub Date—78

Note—100p.; Ph. D. Dissertation

Available from—UMI, Order Number 7814519

Data Base ID—DAISEP78; 39-1350-A

Descriptors—College Students, Counselor Attitudes, *Dogmatism, *Self Actualization, Sex Differences, Vocational Counseling, *Vocational Interests

Identifiers—*Hollands Personal Orientations, Nontraditional Career Choice

The process of vocational counseling suggests an integrated analysis of personality factors and vocational preferences. When gender appropriate expectations are applied to the area of vocational interests, counselor bias emerges in terms of gender appropriate vocational interests (GAVI). The purpose of this study was to examine GAVI using the concepts of self-actualization (SA), dogmatism, and Holland's Personal Orientations (PO). The relationship between GAVI and the personality constructs of SA and dogmatism was investigated in terms of sex difference. The relationship between GAVI and Holland's six POs was also examined. Such an analysis may expand our understanding of vocational counseling and facilitate the counseling relationship. Two hundred subjects constituted the total sample. They included 50 males and 50 females from Catholic University of America on both the graduate and undergraduate levels. Subjects were selected from campus organizations, academic classes, groups of dormitory residents and commuters, and students utilizing the services of the University Counseling Center. Four methods of data collection were employed. 1) Strong Campbell Interest Inventory (SCII) (Campbell, 1974); 2) Rokeach Dogmatism Scale (Rokeach, 1960); 3) Personal Orientation Inventory (Shostrom, 1970); 4) Gender Appropriate Vocational Interest Index (GAVI). To achieve an empirical assessment of GAVI, six scholars were asked to rate each occupational scale on the SCII, in terms of traditional gender domination. An interrater reliability index of their responses was conducted in order to provide a method for the assessment of traditional stereotypical occupational assignments. The first group of hypotheses was assessed by using individual scores on the SCII to create group profiles pertaining to the selection of GAVI or Non Gender Appropriate Vocational Interests (NGAVI). These profiles were compared by use of analysis of variance to determine if there were significant differences in the levels of the criterion variables (level of self-actualization and dogmatism). For the second group of hypotheses the same format was used to assign subjects to group profiles. However, the inclusion of sex differences created two independent variables (GAVI and sex of subjects). Subjects within all groups were assessed by a two-way analysis of variance comparing the criterion variables (level of SA and dogmatism) with the selection of GAVI or NGAVI for same and opposite sex subjects. In addition, Bonferroni post hoc procedures were employed to obtain the proper criterion level for statistical significance. For the third group of hypotheses, individual scores on the general theme section of the SCII were used to create groups of subjects corresponding to each of Holland's six POs. These theme groups were compared by chi-square to determine if there were significant differences between groups in terms of the criterion variables (GAVI or NGAVI). The results of this study indicate significant findings concerning the relationship between GAVI and the personality constructs of self-actualization and dogmatism. Subjects who chose NGAVI exhibited a significantly higher level of self-actualization than subjects who chose GAVI. Females who chose NGAVI exhibited a significantly higher level of self-actualization than males who chose GAVI. Females who chose NGAVI exhibited a significantly lower level of dogmatism than males who chose GAVI. Addressing Holland's classification themes, the unisex findings indicate that: 1) Artistic and social subjects exhibited a greater response frequency for NGAVI occupations. 2) Realistic, enterprising, and conventional subjects exhibited a greater response frequency for GAVI occupations. When sex of subjects was considered, the following findings were obtained: 1) Females classified as artistic exhibited the greatest number of NGAVI responses. 2) Males classified as realistic exhibited the greatest number of GAVI responses. It was concluded that individuals who chose nontraditional occupational preferences appear to be psychologically more self-actualized. In particular, women who chose NGAVI appear to be the most self-actualized group and also exhibited the least amount of dogmatism. In view of the findings, it was recommended that a counseling approach influenced by stereotypic biases was dysfunctional and inaccurate, and should be altered to meet client needs. Limitations of this investigation and recommendations for further research were presented.

WE 003 762

Fisher, Pamila Joan

Sex Roles, Career Aspirations, Child Care Expectations, and Birth Intentions of Selected College Freshmen.

Affil—University of the Pacific, Stockton, Calif.

Pub Date—77

Note—188p.; Ed. D. Dissertation

Available from—UMI, Order Number 7812937

Data Base ID—DAISEP78; 39-1337-A

Descriptors—*Child Care, College Freshmen, *Occupational Aspiration, Sex Differences, *Sex Role

Identifiers—California

Decisions regarding careers, marriage, children, and the care of children are sufficiently complex to warrant a genuine dilemma for some college students. The purpose of this study was to investigate the birth intentions of male and female college freshmen and the relationships of those intentions to sex roles, career aspirations, and preferences for various child care options. Relevant demographic and personal data were obtained from a questionnaire which also included the set of items from Dr. John Scanzoni's sex role scale. The questionnaire was administered to a total of 715 randomly selected college freshmen from three California institutions–a community college, a state college, and a private university. The total response rate was approximately 90%. The collected data were analyzed using a computer program which produced descriptive information, several analyses of variance, and a multiple regression. Where tests of hypotheses were performed, the level of rejection was set at .05. Most college freshmen intended to have two natural born children; women tended to desire sightly more children than men. Approximately 10% of the respondents intended to have no children, and 17% intended to adopt one or more children. No differences in birth intentions based on kind of college attended, ethnic group, religion, parents' educational or occupational background, or students' career aspiration or child care expectation were found. The variables accounting for the most variance in the total size of intended family were the sex role score and the sex of the respondent. Those students who earned the least traditional sex role scores and those students who expected women to work continuously during adulthood intended smaller families. Sex differences were revealed in sex role scores, child care preferences, and expectations for women to work. Men earned more traditional sex role scores and were more likely to prefer that their children be cared for by a nonworking mother. More women intended to work more often than men intended for their wives to work. It was also true that women were more likely to prefer that their children be cared for equally by fathers and mothers, and sometimes supplemented by child care. These results confirmed the trend toward smaller families and supported recent findings that sex roles are related to those intentions. The importance of sex roles was further demonstrated by the significant relationship between sex roles and students' sex, child care preferences and expectations that women would work. The interpretation of these results suggested some potential difficulties for college students. Male and female expectations differed on most variables. Even women's own expectations appeared to be contradictory in that they expected to work continuously, have children, and not use child care services to any great extent. At the very least, the implementation of those preferences would require considerable guidance from teachers and counselors and, most of all, substantial institutional changes. Further research in the identification, measurement and influence of sex roles was cited as necessary. The availability and implementation of child care preferences was also described as an area in need of further clarification. A final recommendation was that there is a need for longitudinal studies which identify college freshmen's career and family intentions and the extent to which they put those intentions into practice during their early and middle adult years.

WE 003 763

Evosevic, Bosanka

Development of a Manual To Aid Pennsylvania School Districts in Implementing Mandates on Fair Employment.

Affil—Pittsburgh Univ., Pa.

Pub Date—77

Note—268p.; Ph. D. Dissertation

Available from—UMI, Order Number 7721254

Data Base ID—DAIOCT77; 38-1774-A

Descriptors—*Affirmative Action, Equal Opportunities (Jobs), *Guidelines, *Personnel Policy, Public School Systems
Identifiers—Pennsylvania

The purpose of this study was the development of a package of materials to help public elementary and secondary school systems in Pennsylvania determine whether personnel policies and practices comply with existing legislative and judicial mandates on fair employment. The focus of the project was upon applying existing knowledge derived from a review of the literature, statutes, judicial opinions, and other matter related to fair employment policies and practices of school districts. Precedential references having the force of law limited to those appearing between January 1972 and December 1974 were researched. The elements of the personnel practices treated included recruitment, selection, promotion, transfer, demotion, benefits, dismissal or discharge, and retirement. Only identifiable de jure or written policies; practices; and procedures excluding those which were covert, interpersonal, attitudinal, or affective, were treated. The assumptions upon which the study was based were that: 1) Not all Pennsylvania school districts may yet be in compliance with fair employment practices. 2) Schools are desirous of being in compliance. 3) There is a gap between the enunciation of fair employment principles and their application. 4) Much of the relevant material is fugitive and hard to understand. 5) Some school districts may be limited in legal counsel for advisement on equal employment issues. There is need for a concise and readable reference to help school administrators bring employment practices into compliance, particularly since resource and reference material on fair employment is voluminous and often hard to find. Procedures included a search of regulatory agencies for established guidelines as well as summaries of court cases charging employment discrimination against educational institutions. This search was basic to the development of the manual. Five selected school districts shared samples of critical artifacts which included personnel policy manuals, application forms, and recruitment advertising. The material was reviewed, interpreted, and some samples included in the manual. The manual is a translation of the mandates to the elements of employment in understandable language. The manual is supplemented by illustrative samples and supportive resources. The manual was tested by the cooperating school district representative and, following the testing, the materials were modified for more effective utilization. The findings of the study substantiated that certain conditions of employment are challengeable and that all public employers are subject to legal mandates. Some of the recommendations resulting from the study are: 1) An affirmative action policy statement should be enacted by school boards and administered by school administrators. 2) An affirmative action policy statement should be disseminated to the community and applied systemwide. 3) School districts should appoint an affirmative action coordinator or legal counsel and advertise as equal opportunity employers. 4) An affirmative action coordinator or legal counsel should survey and analyze minority/female employment needs on a regular basis and conduct periodic review and assessment of affirmative action. 5) An affirmative action coordinator or legal counsel should establish current and long range goals and timetables for employing minorities and women. 6) An affirmative action coordinator or legal counsel should reevaluate and revise the goals in annual and intermediate assessments.

WE 003 764
Wright, David Michael Anthony
Attitudes of Preschool Caregivers toward Their Work.
Affil—North Dakota Univ., Grand Forks.
Pub Date—77
Note—99p.; Ed. D. Dissertation
Available from—UMI, Order Number 7810324
Data Base ID—DAIJUL78; 39-187-A
Descriptors—*Job Satisfaction, *Preschool Teachers, Sex Differences, *Work Attitudes

The purpose of this study was to identify and compare attitudes of a sample of male and female, professional and preprofessional caregivers toward their work in preschools. To accomplish this purpose the following research questions were answered: 1) Do male and female caregiver subjects differ in their reasons for becoming caregivers? reasons for satisfaction with the job of caregiving? reasons for dissatisfaction with the job of caregiving? overall intrinsic satisfaction with the job of caregiving? overall extrinsic satisfaction with the job of caregiving? reasons for staying on the job? 2) Do male and female preprofessional caregiver subjects differ in their reasons for wanting to become caregivers; reasons for anticipated satisfaction with the job of caregiving; reasons for anticipated dissatisfaction with the job of caregiving; overall expected intrinsic satisfaction with the job of caregiving; overall expected extrinsic satisfaction with the job of caregiving? 3) Do subjects differ by sex or status as professional or preprofessional caregivers in their reasons for becoming or wanting to become caregivers; reasons for satisfaction or anticipated satisfaction with the job of caregiving; reasons for dissatisfaction or anticipated dissatisfaction with the job of caregiving; overall intrinsic or expected intrinsic satisfaction with the job of caregiving; overall extrinsic or expected extrinsic satisfaction with the job of caregiving? The investigator used 70 subjects, not randomly selected, made up of 40 professional subjects and 30 preprofessional subjects. Both groups had equal numbers of males and females. Subjects resided in two geographical areas, Chicago and the Red River Valley of the north. Attitudes were identified through responses to an open-ended interview questionnaire, the Preschool Caregiver Interview Questionnaire (PCIQ), developed by the researcher and a paper and pencil questionnaire, the short form Minnesota Satisfaction Questionnaire (MSQ). PCIQ questions elicited reasons for career selection, job satisfaction, job dissatisfaction, and job longevity. Interview statements were categorized as either intrinsic or extrinsic with each subject being assigned a percentage representing the proportion of intrinsic statements used. MSQ responses were categorized according to manual instructions and resulted in an intrinsic and extrinsic satisfaction score for each respondent. Data collected by the PCIQ and MSQ were analyzed by an analysis of variance technique with significant difference set at the .05 level. No significant differences were found between subject groups on MSQ scores. Interview responses were not found to be significantly different in 6 of 10 possible areas. The four areas in which differences were significant were the following: 1) Male subjects used more intrinsic statements in discussing their satisfaction with the job of caregiving than did the female subjects. 2) Male professional subjects used more intrinsic statements in discussing their reasons for staying on the job than did the female professional subjects. 3) Preprofessional subjects used more intrinsic statements in discussing reasons for becoming caregivers than did the professional subjects. 4) Preprofessional subjects used more intrinsic statements in discussing possible job dissatisfaction than did the professional subjects. The major finding of this study is that the males and females in this sample did not differ significantly in most of their attitudes toward the job of caregiving. Men, more than women, however, did find personal accomplishments and activities as attractive aspects of working in preschools. The lack of difference in most of the job attitudes surveyed of the males and females corresponds with findings of other researchers who have studied male and female teachers of elementary school children. This study, then, provides additional data which indicates little attitudinal or behavioral difference between males and females who choose to be involved in the education or care of young children.

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SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	
Author(s)	*Farmer, Helen S. Backer, Thomas E.*	
Title	**The Effects of the Women's Movement on Increases in Advanced Degrees for Women: A Case Study of a Business School.**	
Author's Institutional Affiliation	Affil—Iowa State Univ. of Science and Technology, Ames.	
Organization where document originated	Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.	
	Spons Agency—National Inst. of Education (DHEW), Washington, D.C.	Sponsoring Agency—agency responsible for initiating, funding, and managing the project
Report Number	Report No.—FCC-BC-395-76	
Contract or Grant Number	Contract/Grant—230-76-0073	
Publication Date	Pub Date—Aug 76	
	Journal Cit—Academy of Management Journal; v21 n1 p93-103 March 1977	Journal Citation
Pagination	Note—25p.; Paper presented at Annual Meeting of the American Sociological Association (New York, New York, August 30-September 3, 1976)	Descriptive Note
Alternate source for obtaining documents	Available from—National Technical Information Service, Springfield, Virginia 22151	
	EDRS Price MF-$0.83 HC-$2.06 Plus Postage.	EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.
Announcement Journal of source data base	Data Base ID—RIEDEC77; ED 142 490	Resources in Education Accession Number
Descriptors (Only terms preceded by an asterisk are printed in the subject index.)	Descriptors—Academic Achievement, Academic Aspiration, *Business Education, Case Studies, Doctoral Degrees, *Educational Change, Educational Needs, Educational Status Comparison, Educational Trends, *Females, *Graduate Study,	
Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)	Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972	
	The first part of the paper discusses how changes in ideology and power at the local and national level may have contributed to the increase in advanced degrees for women. The remainder of the paper discusses how these ideological and political factors have affected the participation of women at the Westcliffe Business School. Changes at the Westcliffe School of Business from 1968, when the proportion of women among first-year students was 2%, to 1974, when the proportion of women students was 19%, are described and explained by members of the school and by sociologists. The period since the student unrest of the 1960s is noted to have produced changes in ideology and power on national and local levels. (AV)	Abstract Abstractor

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ERIC Documents

WE 003 765

Four Awareness Sessions for Career Opportunities: Integrating Male and Female Roles. New Hampshire Guidelines.

New Hampshire State Dept. of Education, Concord.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—26p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAR78; ED 145 083
Descriptors—*Career Education, *Change Strategies, Counselor Role, Employment Opportunities, Inservice Teacher Education, Occupational Guidance, Program Descriptions, Secondary Education, Sex Discrimination, *Sex Role, *Sex Stereotypes, Teacher Role, *Teacher Workshops, *Vocational Counseling
Identifiers—New Hampshire, *Nontraditional Career Choice

The project, "Integrating Equal Career Opportunity Concepts for High School Men and Women through Career Guidance, Counseling and Placement in Classroom Activities," consisted of conducting workshops for secondary teachers in the school districts of Exeter, Keene, Manchester, and Nashua (New Hampshire) in an attempt to raise their awareness of the issues of sex bias and stereotyping and to encourage action in the schools to break down the barriers of choice for both sexes. The first workshop consisted of two short presentations and a small group discussion period, addressing the most common male and female sterotypes. The second workshop addressed the awareness of sex bias through an explanation of nontraditional roles for men and women (using panelists who were in nontraditional jobs) and presented suggestions for ways guidance counselors and vocational education can help students in their career planning decisions. The third workshop addressed the issue of systematizing the referral and placement of all students to jobs in the fairest and most efficient manner. The fourth workshop focused on the changing role of women in the world of work, career decision making in today's world, and the role of counselors and teachers in helping young women take advantage of available options. (This monograph describes the project and the four methods selected to achieve its goal. For each description (of the separate workshops), the following information is provided: population, geographic area served by the school, and important points and/or specific objectives.) (TA)

WE 003 766

Rieder, Corinne H.

Women, Work, and Vocational Education. Occasional Paper No. 26.

Ohio State Univ., Columbus. Center for Vocational Education.
Pub Date—Apr 77
Note—17p.
Available from—Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 145 084
Descriptors—Administrator Responsibility, Change Agents, Educational Change, Educational Legislation, *Educational Responsibility, *Employment Patterns, Employment Statistics, Federal Legislation, Females, Low Income, *Occupational Choice, Sex Discrimination, Sex Stereotypes, Social Change, Speeches, Teacher Responsibility, *Vocational Education, Vocational Education Teachers, Womens Education, *Working Women
Identifiers—United States

Occupational segregation by sex caused by covert discrimination, often unintentional, effectively limits the careers pursued by both men and women. Data indicate that despite the gains in the number of employed women, job segregation patterns that confine women to the traditional female occupations persist and worsen along with the resultant low wages. Vocational segregation by sex in the labor force is mirrored in vocational education enrollments of women in the traditionally female programs. What can vocational educators do? Our primary responsibility is putting our own house in order by implementing fully the Vocational Education Amendments of 1976, changing recruitment and admission practices and policies, improving guidance and counseling efforts, revising curricular materials and teaching practices, increasing the number of female vocational administrators and qualified women teachers in male-dominated courses and vice versa, and continuing important research and development efforts on women in vocational education. Second, vocational educators, as change agents, must recognize and change socialization patterns that limit the occupational choices of men and women. And third, as leaders, they can encourage positive legislative actions, including the establishment of a national commission on women and work having the nonprofessional worker as its primary focus. (The author's answers to sixteen questions from the audience of vocational education research and development personnel are appended.) (EM)

WE 003 767

Sex as a Determinant in Vocational Choice. Final Report.

New Educational Directions, Crawfordsville, Ind.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date—Jun 77
Note—33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAR78; ED 145 135
Descriptors—Career Awareness, *Career Choice, Career Education, *Career Planning, Decision Making, Educational Experience, Educational Improvement, Equal Education, Family Influence, Females, Grade 11, Grade 12, Males, *Occupational Aspiration, *Occupational Choice, Peer Groups, Secondary Education, Sex Role, *Sex Stereotypes, *Vocational Education
Identifiers—Indiana, *Nontraditional Career Choice

The objectives of a study were (1) to describe the various reasons why vocational decisions which are incongruent with measured interest patterns, but which appear to be governed by traditional sex roles, are made; (2) to determine the extent to which such incongruities are attributable to sex stereotyping; and (3) to assess the probability that any existing sex stereotyping can be negated by the time the adolescent is making vocational choices. A sample of 128 Indiana high school students were interviewed individually or in small groups. Of the students interviewed, 80% indicated plans to enter a traditional career choice in regard to sex stereotyping while only 13% indicated plans to enter a nontraditional occupation (7% were undecided). Five factors were identified as primary influences on student career plans: experiences in courses, interests, role models, economics, and peer and/or relatives' influences. However, only three of these factors were identified as influential by students choosing the nontraditional careers: experience in courses, models, and interests. Major influences contributing to the development and maintenance of stereotypical thinking identified by all students were tradition, differing expectations, school-related experiences, and role models. Finally, recommendations were made for consideration of activities which would work toward the attainment of educational equity in vocational education. (BM)

WE 003 768

Expanding Nontraditional Opportunities in Vocational Education.

Ellis Associates, Inc., College Park, Md.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date—Jun 77
Note—205p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Data Base ID—RIEMAR78; ED 145 136
Descriptors—*Access to Education, Administrative Personnel, Affirmative Action, Counselors, Educational Alternatives, Educational Change, Educational Improvement, Educational Innovation, *Equal Education, Females, Improvement Programs, *Inservice Education, Instructional Materials, *Legislation, *Nondiscriminatory Education, Post Secondary Education, *Preservice Education, Secondary Education, Sex Discrimination, *Vocational Education, Vocational Education Teachers, Womens Education
Identifiers—*Nontraditional Career Choice

Addressing the need to expand nontraditional opportunities for students in vocational education, this document contains three separate training packages intended for use in inservice and preservice training of vocational teachers, counselors, and administrators. The focus of each package is reflected in each of the following titles: "Approaches to Expanding Nontraditional Opportunities for Vocational Education Students"; "Barriers to Expanding Nontraditional Opportunities for Vocational Education Students"; and "Legislation Addressing Equal Opportunity in Vocational Education and Employment." Emphasis is on opportunities for secondary and postsecondary students, primarily women. Each package is designed to stand alone as a training aid or to be used in a sequence. Training packages are intended to serve as an outline and/or scripts for training leaders and as texts for the program participants. Following the textual material each part contains a list of suggested questions and activities to be conducted by the trainees. Transparency masters which cover the key concepts contained in all the packages are included as an aid to the instructor. (BM)

WE 003 769

McMillan, Kathleen A.

Minorities and Women in Private Industry 1975: An Analysis of EEO–1 Employment. Research Report No. 54.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—59p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-015-00040-5)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Data Base ID—RIEMAR78; ED 145 182

Descriptors—American Indians, Asian Americans, Blacks, Blue Collar Occupations, Employment Level, *Employment Patterns, *Employment Statistics, *Equal Opportunities (Jobs), *Industry, Labor Force, Labor Market, Mexican Americans, *Minority Groups, Occupational Surveys, Portuguese Americans, *Private Agencies, Racial Discrimination, Sex Discrimination, Spanish Americans, White Collar Occupations, *Working Women

Identifiers—Equal Employment Opportunity Commission

Based on the annual reports filed by private employers indicating the sex and racial/ethnic makeup of their employees, employment statistics were gathered by sex for each of nine major occupational categories and for each of four minority groups: Blacks, Hispanics, Asian Americans, and American Indians. In 1975, individual reports were filed for some 150,000 establishments employing 29.9 million persons. These employees included 4.9 million minority group members and 11.1 million women. Blacks were 10.7% of private industry's workers; Hispanics, 4.3%; Asian Americans, 0.9%; and American Indians, 0.3%. Relatively large proportions of the Asian American and Black employees were women. In every one of the white-collar occupations, Blacks and Hispanics were underrepresented. Asian Americans were well-represented in many of the white-collar occupations, particularly as professionals and technicians, but underrepresented in managerial participation, sales positions, and in every blue-collar occupational category. American Indians exceeded their total participation rate in each of the blue-collar and service job categories. Women constituted 37.1% of all private sector employees reported, but were underrepresented in the higher earning white- and blue-collar jobs. Instead they accounted for 80% of the clerical workers and more than one-half of the service employees. (BM)

WE 003 770

Dow, Ruth McNabb

Changing Societal Roles and Teaching.

Home Economics Education Association, Washington, D.C.

Pub Date—76

Note—47p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAR78; ED 145 185

Descriptors—*Changing Attitudes, Civil Liberties, *Civil Rights, Class Activities, Discriminatory Attitudes (Social), Futures (of Society), Human Living, *Learning Activities, Legal Problems, *Life Style, Role Conflict, Sex Discrimination, *Sex Role, Sex Stereotypes, *Social Change, Socialization, Social Relations, *Teaching Guides

This handbook for home economics teachers as well as those teaching social studies and consumer education is designed to provide content and numerous student activities that explore the nature and effects of changing roles in society, particularly sex-related roles. The handbook begins with a brief section containing ten short single paragraph case situations involving sexually biased attitudes and practices; and content on the effects of socialization and sex role stereotyping, coping as a single person, employability at any age, and sharing roles. The remainder of this booklet covers seven topics, with each including specific content, numerous suggested classroom activities (some involve the use of the ten aforementioned case situations), and teaching objectives and evaluative techniques for some of the activities. The seven topics and some of their subdivisions follow: recognizing and breaking the stereotype mold, socializing males and females (remaining single, later marriage, smaller families/no children, single parenthood, and career and/or homemaking), recognizing more life style options, recognizing legal rights (employment, divorce/desertion/separation, property and estate planning, children's rights, and housing), developing attitudes and skills for employability (practicing assertiveness and decision making, education as a lifelong goal, and developing career awareness), becoming flexible in roles (sharing tasks and responsibilities), and identifying and promoting needed legislation. (EM)

WE 003 771

Smith, Amanda J.

New Pioneers. The North Carolina Program to Eliminate Sex Bias in Occupational Education. Reflections and Recommendations.

North Carolina State Dept. of Public Instruction, Raleigh.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 77

Note—106p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Data Base ID—RIEMAR78; ED 145 192

Descriptors—*Affirmative Action, Agricultural Education, Business Education, Career Awareness, *Career Education, *Change Strategies, Demonstration Programs, Distributive Education, Educational Alternatives, *Educational Change, Educational Improvement, Educational Innovation, Enrollment Trends, Equal Education, Females, Health Occupations Education, Home Economics, *Inservice Teacher Education, Males, Program Effectiveness, Secondary Education, Sex Discrimination, Sex Role, Sex Stereotypes, State Departments of Education, State Programs, Trade and Industrial Education, *Vocational Education

Identifiers—*Nontraditional Career Choice, North Carolina, *Sex Bias

Designed to eliminate sex bias in occupational education, a strategic model for change in the educational system and an inservice program to implement the model were developed by the North Carolina Department of Public Instruction. Over 1700 teachers, representing 74 of North Carolina's 148 local education agencies, participated in the inservice training which prepared them to be trainers in their own school systems. An eight-point philosophical approach guided the activities of the project. A variety of print and media products were developed for inservice instructional needs and resources for the teachers. The results indicated that it is possible for two people, with a modest budget and with strong administrative backing, to use the leverage of the state education agency to effect institutional change. After one year's effort, the following changes in enrollment were evidenced: nearly 1,000 more girls in agriculture; 1,300 more boys in home economics; 700 more girls in trade and industrial education, and substantial increases in industrial arts and occupational awareness. In the second year, female enrollment in agriculture rose to over 1,700 and male enrollment in home economics to over 2,100. There were no significant changes in health occupations, education, business and office education, or distributive education. (Focus throughout the report is on why various approaches did or did not work.) (BM)

WE 003 772

Buchanan, E. T., III Brothers, Constance F.

Mobility through Work Experience Education. Final Report.

Tidewater Community Coll., Portsmouth, Va. Virginia Beach Campus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Nov 76

Note—92p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 238

Descriptors—*Affirmative Action, Career Education, Community Colleges, Community Surveys, *Cooperative Education, Cooperative Planning, Employment Trends, Females, Handicapped Students, Job Training, Junior Colleges, Junior College Students, Minority Groups, National Surveys, On the Job Training, Part Time Jobs, Program Descriptions, *Program Development, *Program Effectiveness, School Community Relationship, School Industry Relationship, *Student Employment, Undergraduate Students, Undergraduate Study, Veterans, Vocational Education, *Work Experience Programs

Identifiers—United States, Virginia (Virginia Beach)

A project was conducted to provide women, minority, veteran, and handicapped college students with a structured cooperative education work experience which would enhance career selection and mobility and provide supervised employment in fields related to the students' interests and academic majors while supplying the employers with trained workers. Seventy-two students were placed in supervised work-training positions with fifty-three participating employers during the 1975-76 academic year. Both the students and employers involved in the project evaluated it positively. Placing handicapped and minority male students at work-training stations proved to be the most difficult task. One hundred seven responses to a questionnaire mailed to 234 community college cooperative education programs indicated that the programs most affected by the 1975-76 economic recession were in the east, south, and central areas of the country and that there was an improvement in the economy in the first quarter of 1976. Eighty-eight responses to an extensive questionnaire sent to 400 local employers indicated that they also perceived an economic upswing but hesitated to participate in the project because they could not justify hiring part-time student workers while laying off full-time workers. (A project description; student evaluation, community college, and employer questionnaires; and summaries of narrative responses to questionnaire items are appended.) (EM)

WE 003 773

Hartz, John D., Ed. And Others

Career Education, Career Guidance and Occupational Competence.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant—19-008-153-137

Pub Date—May 77

Note—721p.; For related document, see ED 145 243

EDRS Price MF-$1.33 HC-$38.17 Plus Postage.

Data Base ID—RIEMAR78; ED 145 244

Descriptors—Career Awareness, *Career Education, Career Planning, College Curriculum, *Counselor Training, *Curriculum Development, Curriculum Guides, Educational Objectives, Guidance Functions, Higher Education, Individual Development, Information Sources, Job Placement, Learning Activities, Lesson Plans, *Occupational Guidance, *Preservice Education, *Program Development, Resource Materials, Sex

Stereotypes, Skill Development, Teacher Education, Teacher Education Curriculum, Teaching Guides, Vocational Counseling, *Vocational Development, Work Attitudes

Identifiers—*Sex Role Stereotypes, Wisconsin

Designed to be used by university instructional staff in developing/inaugurating a career development course or program for preservice training, this guide includes background materials and other information appropriate for use in preservice preparation of teachers and counselors at either the undergraduate or graduate levels. The materials are organized in three major parts: work in America; career and vocational development; and career development programming. Each part is preceded by an introduction outlining its content, purposes, and limitations. Part one includes two instructional units: work and the individual, and work and society. Part two consists of three instructional units: vocational development theory; sex role stereotyping and career development; and factors influencing individual career development. Part three contains five parts which focus on background issues in career development programming, career education, career guidance, career placement, and career program resources. Each part contains topical units which have lesson plans, learning activities, support materials, and readings. A companion publication (see related note), which provides an alphabetical listing of references and resource materials, is also available. (BM)

WE 003 774

Recruiting Women for Traditionally "Male" Careers: Programs and Resources for Getting Women into the Men's World.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date—Oct 77

Note—10p.

Available from—Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, NW, Washington, D.C. 20009 (no charge)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 256

Descriptors—*Career Awareness, Career Choice, *College Programs, Educational Programs, Engineering, Equal Education, *Females, Health Occupations, Higher Education, Minority Groups, Nondiscriminatory Education, Occupational Guidance, Professional Associations, Professional Occupations, Resource Guides, *Resource Materials, Science Careers, Secondary Education, Sex Role, Sex Stereotypes, *Student Recruitment, *Womens Education

Identifiers—*Nontraditional Career Choice, *Sex Role Stereotypes

Since counselors and teachers have found that special materials are often needed to help counter sex role stereotyping and to help young women make more realistic career decisions, this paper lists various resources which have been developed and used by colleges and universities in counseling and recruiting women for careers formerly considered "for men only." Presented in four parts, the first section reviews some programmatic approaches to recruiting women to enter traditionally "male" fields. The second section discusses some examples of special recruiting materials, and the third section lists a sampling of available publications and resource groups in selected fields. The final section lists resources that may be especially helpful in recruiting minority women. (BM)

WE 003 775

Dunkel, Raylie

High School Counselor's Attitudes and Information Towards Girls and Career Development.

Pub Date—Dec 74

Note—63p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Data Base ID—RIEMAR78; ED 145 283

Descriptors—Behavior Change, Career Choice, *Counseling Goals, *Counselor Attitudes, *Females, Learning, Manuals, Secondary School Students, Sex Discrimination, State of the Art Reviews, *Vocational Development

Identifiers—*Sex Bias

This article examines many facets of counselors' attitudes and information towards girls and their career development, including a review of literature, a brief history of sex role development and perception, institutionalized sexism and counselors' attitudes. An analysis of counselors' attitudes was performed with the aid of a detailed questionnaire which is included, along with statistics, explanations and interpretations of the data. A lengthy bibliography is appended. (MML)

WE 003 776

Kirk, Barbara A.

Factors Affecting Young Women's Direction Toward Science–Technology–Mathematics.

Management Technology, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Grant—GY11311

Pub Date—Sep 75

Note—339p.

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Data Base ID—RIEMAR78; ED 145 292

Descriptors—*Career Choice, College Bound Students, *Engineering, Factor Analysis, *Females, *High School Students, *Mathematics, *Science Careers, Secondary Education, *Sex Stereotypes, Social Science Research, *Womens Education

The study involved selecting a group of young women at the beginning of the last year of senior high school with the potential to succeed in careers in science, and then explored whether or not they are science-bound and why. Young women who scored well on the Mathematics Section of the Preliminary Scholastic Aptitude Test could be assumed to have this potential, and a group of about 500 from a number of high schools in the San Francisco Bay Area were to be selected for in-depth inquiry. In the process of selection every effort was made to give representation to a broad variety of such factors as ethnic, socio-economic and cultural background as well as to differing school and community settings. The nature of these influencing factors and the relative importance ascribed to them by the young women and the high school faculties and administrators was to be looked at. In the focus of the study were the influencing factors that encourage young women of high scholastic aptitude to choose careers in the physical, biological and health sciences and in engineering, as well as those factors that discourage career choices in the area of the sciences. Relevant variables are current school policies and practices, prevalent community, parental and peer value systems; and socio-economic, ethnic, cultural, personality and personal background factors. (Author)

WE 003 777

Sacks, Susan R. Eisenstein, Hester

Feminism and Psychological Autonomy: A Study in Decision–Making.

Spons Agency—Columbia Univ., New York, N.Y., Barnard Coll.

Pub Date—Sep 76

Note—30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEMAR78; ED 145 294

Descriptors—*Anxiety, Art Therapy, *Decision Making, Females, *Feminism, *Group Counseling, *Individual Power, Job Satisfaction, Psychological Studies, *Self Actualization, Sex Role

Identifiers—*Autonomy

Women seeking to realize the feminist goal of autonomy, defined as self-interested decision-making, encounter conflict and anxiety. This study reports a group experience, using life-space drawings and force-field analyses to reduce anxiety and foster autonomous decision-making. Of the 15 women participants in the year-long study, 100% reported at least one action in the area originally designated for decision-making. Among the components in the process, participants cited identification with and support and information from, other group members. The results suggest that for the women in this study, group participation enhanced individual autonomy. (Author)

WE 003 778

De Sola-Nielson, Linda

Homemakers and Employed Women: The Relationship of Job Satisfaction to Stress, Illness, and Drug Use.

Pub Date—22 Apr 77

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 297

Descriptors—Drug Abuse, *Health, Individual Development, *Job Satisfaction, Questionnaires, *Stress Variables, Vocational Adjustment, *Work Attitudes, *Working Women

Identifiers—*Drug Use, *Homemakers, *Life Satisfaction

A questionnaire was developed to explore the relationships between job satisfaction, health, drug use (especially, the use of psychoactive drugs), and life satisfaction. The questionnaire was completed by 140 women between the ages of 21 and 65, of whom 52 were homemakers and 85 were employed (the remaining reported themselves as students). Results showed virtually no differences between homemakers and employed women in what they considered the "ideal" job, nor in overall job satisfaction. Women of both groups whose jobs provided feelings of personal achievement and were high on challenge and financial rewards reported better health, fewer medical and stress symptoms, lower levels of psychoactive drug use, and higher overall life satisfaction than the women whose jobs were low on these dimensions. The homemakers in the sample perceived their jobs as more positive than was anticipated: on the average, their overall job satisfaction scores were higher than those for blue-collar and white collar workers, but lower than those for women in semi-professional and professional occupations. The mean ratings of life satisfaction were virtually equal for employed women and homemakers. There were some differences between the two groups, most notable, that presence of children at home was related positively to job satisfaction and negatively to drug use among employed women, while the reverse was true among homemakers. In general, the data supported the contentions that the job of homemaker may be assessed according to standard job variables, that both homemakers and employed women value the same job characteristics as those cited by the literature as important to men, and that dissatisfaction with one's job, especially on certain key dimensions, is associated with stress, illness, drug use, and life dissatisfaction. (Author)

WE 003 779

Sex Bias in the U.S. Code. A Report of the United States Commission on Civil Rights.

Commission on Civil Rights, Washington, D.C.

Pub Date—Apr 77

Note—238p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Data Base ID—RIEMAR78; ED 145 307

Descriptors—Civil Rights Legislation, *Discriminatory Legislation, *Equal Protection, *Federal Legislation, Females, *Feminism, Justice, *Laws, *Sex Discrimination

This report identifies and analyzes sex-based references in the United States Code, which forms the basis of Federal laws which allow implicit or explicit sex-based discrimination. The U.S. Commission on Civil Rights has issued this report to inform the public and to provide resource materials for private citizens, the President, and members of Congress who want to identify and eliminate sex-discriminatory provisions in the Code. The report is divided into two major parts: (1) Selected Areas of Sex Bias; and (2) Title-By-Title Review. An Introduction, and a section of Findings and Recommendations are also included. (Author/JL)

WE 003 780

Fitzgerald, Louise F.

Sex, Occupational Membership, and the Measurement of Psychological Androgyny.

Pub Date—76

Note—14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 308

Descriptors—*Androgyny, *Females, Individual Psychology, *Males, *Occupational Choice, *Personality, Personality Assessment, Research Projects, Self Esteem, *Sex Role, Social Psychology

This study examines the relationship of androgyny to occupational membership. It was hypothesized that: (1) persons in stereotypically masculine occupations would be characterized by high levels of masculininity; (2) workers in a typically feminine occupation would rate themselves as highly feminine; and (3) androgynous individuals would be under-represented in highly sex-typed occupations. Subjects were 85 men and women actively engaged in the professions of law, journalism, and library science, which are strongly stereotyped as masculine, neutral, and feminine, respectively. The Bom Sex Role Inventory was administered to each subject, and subjects completed biographical data sheets. A Masculinity and a Femininity score was computed for each subject, and analyzed by means of separate one-way analyses of variance to test the hypotheses under study. Findings confirm Hypothesis One. Hypothesis Two is not confirmed: no occupational differences were apparent, but significant sex differences were indicated. There may be a ceiling effect operating with respect to femininity, with variation in this level related only to sex of the subject. Another possible explanation is related to original classification of the occupations. For two of the three occupations under investigation the data support Hypothesis Three. Further research is necessary. (Author/JLL)

WE 003 781

Fisher, Philip A.

Sex Roles and Political Attitudes and Behavior.

Pub Date—May 77

Note—8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 309

Descriptors—*Androgyny, *Behavior, *Females, *Males, Personality, *Political Attitudes, Research Projects, Self Esteem, *Sex Role, Social Psychology, Urban Universities, Young Adults

A survey questionnaire was administered to men and women undergraduates who were classified as masculine, feminine, androgynous, or undifferentiated depending upon whether they were above or below the median on separate measures of masculinity and feminity. Classifications were based on both the Berzins and Welling (Welling, 1975) and Spence, Helmreich, and Stapp (1974) sex role scales. Examined were four hypotheses suggesting that androgynous persons of both sexes, more than the traditionally sex typed (masculine men and feminine women), would express greater feelings of political efficacy, be more politically active, less conservative, and less dogmatic. Mixed support was found for the first two hypotheses and the second two were not supported. Feminine persons of both sexes were the most conservative and most dogmatic. This study found that androgynous persons have greater feelings of efficacy and are more politically active, while feminine persons are the most traditional and most isolated from political affairs. The study also offers support for the use of sex role scales that distinguish four sex role types. (Author)

WE 003 782

Sherman, Julia

Summary of Effects of Biological Factors on Sex-Related Differences in Mathematics Achievement.

Pub Date—[77]

Note—7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 312

Descriptors—Academic Achievement, *Biological Influences, *Cognitive Style, *Females, Males, *Mathematics, Physiology, *Problem Solving, Research Projects, *Sex (Characteristics), *Sex Differences, Social Psychology

Critically reviewed evidence relevant to hypotheses of biological sources of sex-related cognitive differences as they relate to mathematics achievement include the following: explanations based on the assumption of greater variability in male cognitive performance; sex-related differences in serum urate; effects of estrogens compared to androgens on cognitive functioning; recessive X-linked hypotheses of the inheritance of mathematical problem solving and spatial visualization, and hypotheses of sex-related differences in brain lateralization, including how they relate to rate of maturation. Empirical support of these hypotheses is weak and mostly inconsistent with available data. Some tentative support was found for the role of earlier left cerebral dominance in females as a factor, interacting with educational and cultural experiences, which could lead more females than males to emphasize a verbal, analytic rather than a spatial, gestalt approach. Research implications are discussed. An annotated bibliography is included. (Author)

WE 003 783

Chelune, Gordon J.

Self-Disclosure Situations Survey: A New Approach to Measuring Self-Disclosure.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date—[76]

Note—23p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC $4.00, MF $2.00, order number JSAS MS. 1367, prepayment required)

Data Base ID—RIEMAR78; ED 145 320

Descriptors—Behavioral Science Research, Females, *Individual Characteristics, Interpersonal Competence, Males, *Personality Tests, Psychological Studies, *Self Concept, *Sex Differences, Situational Tests, *Social Behavior, *Tests

Identifiers—*Self Disclosure

The preliminary development of a new self-report measure of self-disclosure –the Self-Disclosure Situations Survey (SDSS)–is reported. The SDSS is a brief, 20-item instrument that provides a total self-disclosure score, as well as subtotal scores for four target categories. The SDSS is specifically designed to be sensitive to the social-situational determinates of self-disclosure, that is, to the influences of target-person and setting-condition differences upon an individual's level of disclosure. Study 1 reports the analysis of the SDSS in terms of variance components to determine the relative influence of sex, person, target, and setting condition factors upon self-disclosure. Study 1 also describes how the SDSS can be adapted to provide an index of self-disclosure flexibility. Study 2 examines the predictive validity of one of the SDSS's target categories. Significant positive relationships with actual verbal behavior were found for males, whereas significant negative relationships were found for females. It was suggested that males and females may use different criteria to rate their self-disclosing behavior. (Author)

WE 003 784

Colwill, Nina Lee Perlman, Daniel

Effects of Sex and Relationship on Self-Disclosure.

American Psychological Association, Washington, D.C. Journal Supplement Abstract Service.

Pub Date—[76]

Note—14p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC $4.00, MF $2.00, order number JSAS MS. 1470, prepayment required)

Data Base ID—RIEMAR78; ED 145 326

Descriptors—Behavioral Science Research, *Individual Characteristics, *Interaction Process Analysis, Interpersonal Competence, *Personality Tests, Psychological Studies, Self Concept, *Sex Differences, *Social Behavior

Identifiers—*Self Disclosure

This research examined the hypothesized interaction between sex and interpersonal relationship by comparing the actual self-disclosures made to best friends and strangers by male and female subjects. It was hypothesized that subjects would disclose more to best friends than to strangers, that females would disclose more than males to best friends, and that males would disclose more than females to strangers. Eighty introductory psychology students from the University of Manitoba served as subjects to help satisfy a course requirement. Neither hypothesis was confirmed. There was a significant effect for greater female self-disclosure, but only with the measure of retrospective self reports. The self-disclosure literature, upon closer look, reveals the same pattern: Only retrospective self-report paradigms, as opposed to paradigms of predicted self-disclosure, actual self-disclosure, or evaluation of hypothetical situations, show the sex effect. This is discussed in terms of various methodological issues and of the sex-role stereotype for higher female self-disclosure. (Author)

WE 003 785

Sewald, Andrea M. And Others

Learning What's Taught: Sex Differences in Instruction.

Pub Date—Apr 77

Note—38p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAR78; ED 145 327

Descriptors—*Academic Achievement, Elementary School Students, Grade 2, Interaction Process Analysis, *Mathematics, *Performance Factors, *Reading Achievement, *Sex Differences, Student Teacher Relationship, *Teacher Influence, Teaching Procedures

Identifiers—*Sex Bias

Research indicates that boys perform better on mathematics tests while girls perform better on reading tests. An investigation of why boys' and girls' performance differs was made by coding teacher interactions with second grade students during reading and mathematics instruction. Results reveal that teachers: made relatively more academic contact with girls in reading and with boys in math; spent the same amount of time with boys and girls in both subjects; made more managerial contacts with boys in general; and, while there are no differences in initial abilities, sex differences were found in end-of-year achievement. (Author)

WE 003 786

A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination. United States Commission on Civil Rights, Clearinghouse Publication 46.

Commission on Civil Rights, Washington, D.C.
Pub Date—Jul 76
Note—197p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Data Base ID—RIEMAR78; ED 145 329
Descriptors—*Civil Rights Legislation, Employment, *Equal Opportunities (Jobs), *Equal Protection, *Federal Legislation, Federal State Relationship, Guides, Justice, *Laws, *Sex Discrimination

This guide, published by the United States Commission on Civil Rights, explains current Federal Laws that prohibit sex discrimination, as well as policies and regulations of Federal agencies prohibiting sex discrimination. The booklet describes the major provisions of each law and regulation and the complaint procedures established under each. This booklet is divided into the following sections: (1) Employment Discrimination; (2) Federal Programs; (3) Federal Regulatory System; and (4) Federal Advisory and Informational Programs. A preface, an introduction, a glossary, and three appendices are also included. (Author/JLL)

WE 003 787

Dohrmann, Harriet M. Jones Helen M.
Education for the Pregnant Mother.
Pub Date—76
Note—84p.; Workbooks accompanying this guide are available as ED 145 331-332
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAR78; ED 145 330
Descriptors—Child Care, Community Involvement, *Counseling Programs, Guides, *Health Education, *Pregnant Students, Program Descriptions, Senior High Schools, State Programs, Young Adults
Identifiers—*California

This guide describes the goals and objectives of schools and classes for pregnant minors, the financial assistance provided by the California Legislature, and the legal implications. It discusses the services to be provided the pregnant minor (psychologically, realistically, financially, and ideally), how to obtain community support, what facilities are desirable, and includes new curriculum outlines designed especially for pregnant minors. Samples of forms to facilitate enrollment are included. This book is not only a detailed report of what California schools have done, but is a guide for realistic actions which other states may utilize when undertaking measures to implement programs for pregnant minors. (Author)

WE 003 788

Williams, Brett
Why Migrant Women Make Their Husbands Tamales.
Pub Date—[75]
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 145 333
Descriptors—Behavioral Science Research, Case Studies, Cultural Differences, *Family Life, *Group Unity, Housewives, Interpersonal Relationship, Lower Class Males, Low Income, *Marriage, Mexican Americans, *Migrants, *Sex Role
Identifiers—*Chicanas

Family life among the poor has been the subject of many stereotypes, which often focus on the failure of poor families to conform to middleclass structures and muster sympathies for members of one sex at the expense of the other. Chicano migrants' large extended families are often labeled 'stifling', and women's involvement in the lives of their kin is taken as evidence of their conservatism and oppression. That women especially nurture and defer to their husbands leads observers to dichotomize migrants as machos and martyrs; brutish husbands allegedly dominate wives who are suffocated by family life and bound by rural Mexican tradition. But the stark poverty and limited upward mobility of migrants' lives mean that individuals realistically find their greatest security in gathering and binding kin whom they can count on for emotional and economic support. Women, especially, are critical liaisons among kin, working to insure their lifelong involvement in one another's travels and concerns. Marriage is a special case of such kin-work, and three life histories of migrant women reveal the real complexity of their conjugal relations. (Author)

WE 003 789

Chadwick, Doug And Others
Male–Female: Expanding Awareness Through Experiential Programming.
Pub Date—Mar 77
Note—55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEMAR78; ED 145 337
Descriptors—*Behavior Change, *College Environment, College Students, Program Descriptions, *Sensitivity Training, *Sex Fairness, Student Development, Student Personnel Services
Identifiers—Sex Role Stereotypes, University of Georgia

Although higher education is often referred to as the "market place of ideas" traditional sex role stereotyping attitudes and behavior are pervasive and significantly reinforced in the collegiate environment. From previous research it has been demonstrated that, during the sophomore and junior year of college, crucial student life career decisions occur which reinforce previous sex role identification. Although many campuses have attempted to modify sexist attitudes through programs and co-curricular activities, there have been few efforts to offer a systematic program for college students. This paper describes a systematic program, developed by the Department of University Housing at the University of Georgia, which focuses on the residence hall environment as a locus for student re-examination and testing of alternative sex role patterns. The main thrust of the program involves active exploration of approaches and techniques that are designed to sensitize students and staff to sex role alternatives. The booklet provides relevant background information, the results of nationwide research, and self-guided program exercises. The program's goal is to provide readers with an understanding of the process for developing nonsexist programs; two actual program techniques; and background data and resources available in the field. (Author)

WE 003 790

Katovsky, Walter
Motive to Avoid Success, Locus of Control, and Reinforcement Avoidance.
Pub Date—Sep 76
Note—13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 145 346
Descriptors—Attribution Theory, College Students, *Fear of Success, *Females, *Locus of Control, Psychological Characteristics, *Reinforcement, Success Factors, *Task Performance

Subjects were four groups of 12 college women, high or low in motive to avoid success (MAS) and locus of control (LC), were reinforced for response A on a fixed partial reinforcement schedule on three concept learning tasks, one task consisting of combined reward and punishment, another of reward only, and one of punishment only. Response B was never reinforced, and its frequency constituted the reinforcement avoidance score. High MAS, internal LC subjects avoided reward more than punishment, and high MAS, external LC subjects avoided punishment more than reward. In high MAS subjects, internal LC appears to increase, and external LC to decrease, success avoidance in achievement situations. (Author)

WE 003 791

Major, Brenda Deaux, Kay
Effects of Physical Attractiveness, Sex and Sex-Role on Trait Attributions.
Pub Date—77
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 145 349
Descriptors—*Androgyny, Assertiveness, Individual Characteristics, Interpersonal Relationship, *Personality Assessment, Personality Theories, *Role Theory, Sex Differences, *Sex Role, Sex Stereotypes, Social Relations
Identifiers—*Attractiveness

This research investigates how androgynous men and women are evaluated relative to those who are sex-typed or sex reversed, and also investigates the joint effects of attractiveness and sex-role upon such evaluation. Two studies with replicable results were conducted. In each, approximately 185 male and 185 female undergraduates were asked to rate one stimulus person on a series of bi-polar trait adjectives after reading a fictitious supervisory report about that person. The results indicate that the androgynous sex-role has advantages over traditionally sex-typed or sex-reversed roles, the androgynous person being rated as more physically attractive, popular and interesting. The results further suggest that androgyny might be a more positive alternative for women than for men, since androgynous women were rated higher on all evaluative dimensions, while androgynous men were rated as less assertive and less masculine than the sex-typed male. A possible explanation may be that a moderate degree of assertiveness and a high degree of affiliativeness represent the most positive evaluation of a person; alternatively, it may be that androgyny is perceived to be more similar to the feminine sex-role than to the masculine. (PFS)

WE 003 792

Talcott, Lou Ann W.
The Motive to Avoid Success Studied as a Function of Sex, Age, and Sex of Cue Variables.
Pub Date—May 76
Note—46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAR78; ED 145 350
Descriptors—Achievement, Age Differences, Elementary School Students, *Failure Factors, *Fear of Success, Response Mode, Secondary School Students, Sex Differences, Social Factors

This thesis describes an experimental study of the "motive to avoid success," as described by Matina Horner (1968), using sex, age, and sex of cues as independent variables. School-aged subjects (5th, 8th, 11th grade and college students) wrote stories in response to one of two written thematic apperceptive cues. The dependent measure was the presence or absence of negative imagery written in response to the verbal cue. A 2x2x4 completely randomized factorial design was used to analyze the data. A highly significant main effect for sex of cue was found. Both males and females recorded significantly more negative responses towards the female cue than towards the male cue. The "motive to avoid success" as an intrapsychic feminine phenomenon is questioned. An alternative explanation of response to traditional learned role-stereotypes is posited. The "motive to avoid success" appears to be less of an internal mechanism and more of a cue dependent response than previously indicated in the literature. (Author)

WE 003 793

Rowell, E. H.

Are Reading Tests Sexist? An Investigation into Sex Bias in Three Frequently Used Individualized Reading Tests.

Pub Date—[77]

Note—26p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAR78; ED 145 362

Descriptors—Content Analysis, Elementary Secondary Education, Language Usage, Literature Reviews, Reading Research, *Reading Tests, *Test Bias

Identifiers—*Sex Bias, Sex Role Stereotypes

A review of the literature indicates that sex-role stereotyping is common in basal readers, in children's novels, and in content-area reading materials. This study analyzed three frequently used individualized reading tests for evidence of sex bias: the Diagnostic Reading Scales, the Durrell Analysis of Reading Difficulty, and the Classroom Reading Inventory. Each test was evaluated according to a frequency count of masculine and feminine nouns and pronouns. Comparisons were also made between the types and numbers of male and female characters, occupations portrayed, and famous people described in each selection. Data (described and presented in tabular form) clearly showed that the three tests exhibited considerable sex bias in language usage, number of animal and human characters of each sex, and male/female status within the selections. Deletion of generic terms did not significantly alter the ratios. In conclusion, it was suggested that test publishers attempt to represent males and females more equally; the validity of sex-biased tests for measuring students' abilities and for establishing ability groups is also questioned. (KS)

WE 003 794

Commission on Sexism Guidelines for English Teachers.

California Association of Teachers of English, Redlands.

Pub Date—[77]

Note—7p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 451

Descriptors—Elementary Secondary Education, *English Instruction, *Guidelines, Higher Education, *Language Usage, Learning Activities, Literary Analysis, *Literature, Sex Discrimination, *Sex Stereotypes

These guidelines have been designed to guide English teachers in taking steps to eliminate sexism from the English classroom. Separate sections define sexism, examine ways that language works to perpetuate sexism, show how literature works to perpetuate sexism, and list frequently used terms that are sexist in nature or use, along with nonsexist alternatives. The guidelines include exercises to help students become more aware of sex bias in society, in speech, and in literature, and a checklist that students may use in analyzing literature for sexist content. (GW)

WE 003 795

Spann, Sylvia, Ed. Culp, Mary Beth, Ed.

Thematic Units in Teaching English and the Humanities. First Supplement.

National Council of Teachers of English, Urbana, Ill.

Pub Date—77

Note—83p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 53747, $3.95 non-member, $3.25 member)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 455

Descriptors—American Literature, *Black Literature, *Divorce, English Instruction, Humanities Instruction, Language Arts, Literature Appreciation, *New Journalism, Science Fiction, Secondary Education, *Sex Role, Teaching Guides, *Thematic Approach, Units of Study

The units in this first supplement to "Thematic Units in Teaching English and the Humanities" have been selected, as were those in the original publication, because they involve students actively in reading, writing, listening, and speaking for a purpose–that purpose being to explore and communicate with others on issues of vital interest. The five units deal with the new journalism and the student voice, speculation about life on other planets, male/female roles in literature and the media, the "exodus" theme in black American literature, and divorce. For each unit, the contributors provide daily lesson plans and list objectives, evaluation measures, books and other materials, and suggested activities. (GW)

WE 003 796

Ingrassia, Barbara Combes Matlin, Margaret W.

An Analysis of the Roles of Women and Men in Television Commercials.

Pub Date—[76]

Note—14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 471

Descriptors—*Females, Literature Reviews, *Media Research, *Sex Role, Sex Stereotypes, *Television Commercials

Identifiers—*Advertising

This paper reviews two studies, published in 1972 and in 1974, that dealt with women's roles in television advertising, and it reports on a study of men's and women's roles in 595 television commercials shown in the Rochester, New York, area during March 1974. Results are presented with regard to the sex of the voice-over announcer, the sex of the persons pictured in the commercial, and the types of products advertised by men and by women. Among the findings are that, although female voice-over announcers are in the minority, there has been an increase in the percentage of female voice-over announcers since the earlier two studies were conducted; women appear as product representatives as often as do men, but women in television commercials are most often portrayed in the roles of wife and mother, are frequently presented as rather stupid, and are limited with regard to their occupations and the physical areas they inhabit. (GW)

WE 003 797

Pickens, Judy E., Ed. And Others

Without Bias: A Guidebook for Nondiscriminatory Communication.

International Association of Business Communicators, San Francisco, Calif.

Pub Date—77

Note—77p.

Available from—International Association of Business Communicators, 870 Market Street, Suite 928, San Francisco, California 94102 ($4.00 paper)

Data Base ID—RIEMAR78; ED 145 491

Descriptors—Affirmative Action, *Business Communication, *Discriminatory Attitudes (Social), Equal Opportunities (Jobs), Ethnic Groups, *Guidelines, Mass Media, Physically Handicapped, Publications, *Racial Discrimination, *Sex Discrimination

Identifiers—Equal Employment Opportunity Act

This guidebook discusses ways to eliminate various types of discrimination from business communications. Separately authored chapters discuss eliminating racial and ethnic bias; eliminating sexual bias; achieving communication sensitive about handicaps of disabled persons; eliminating bias from visual media; eliminating bias from meetings, conferences, and workshops; the implications of equal employment opportunity laws; and a case study of a communications affirmative-action program. A final section lists other resources concerned with nondiscriminatory communication. (AA)

WE 003 798

Bowie, Nolan A. And Others

Public Broadcasting and Equal Employment Opportunity Regulation–Where Does the Buck Stop?

Citizens Communication Center for Responsive Media, Washington, D.C.

Pub Date—Aug 76

Note—277p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAR78; ED 145 495

Descriptors—*Broadcast Industry, *Civil Rights, Communications, *Employment Practices, *Equal Opportunities (Jobs), Federal Courts, Federal Government, Federal Legislation, Government Role, *Public Television

Identifiers—*Corporation for Public Broadcasting, *Federal Communications Commission

This study seeks to identify those governmental and nongovernmental agencies that should ensure that all recipients of funds from the Corporation for Public Broadcasting comply with equal employment opportunity laws. A report of the study comprises the following sections: introductory comments and background material about the Corporation for Public Broadcasting; the role of Federal entities in ensuring that public broadcasters comply with equal employment and antidiscrimination laws; the history of public broadcasting at the Federal Communications Commission; a statistical review and analysis of public broadcasters' 1976 employment profiles; conclusion; and appendixes containing textual data. (RL)

WE 003 799

Bowie, Nolan A. Whitehead, John W.

A Study of the Federal Communications Commission's Equal Employment Opportunity Regulation–An Agency in Search of a Standard.

Citizens Communication Center for Responsive Media, Washington, D.C.

Pub Date—Apr 76

Note—231p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAR78; ED 145 496

Descriptors—Affirmative Action, *Broadcast Industry, Civil Rights, *Court Litigation, *Employment Practices, *Equal Opportunities (Jobs), *Federal Courts, Sex Discrimination

Identifiers—*Civil Rights Act 1964 Title VII, *Federal Communications Commission

This study examines the performance of the Federal Courts and the Federal Communications Commission (FCC) in monitoring the efforts of broadcasters to guarantee equal employment opportunity, focusing on the use of employment statistics as an indication of effective equal-employment practices. Sections of the study include: court decisions interpreting the FCC's use of employment statistics in renewal proceedings; the FCC's practice in dealing with employment-discrimination allegations before and after the court decisions; Federal Court standards for use of statistics in cases under the 1964 Civil Rights Act; a proposal for use of statistics by the FCC in court cases on employment discrimination; and conclusions of the study that urge more action by the FCC to insure equal employment opportunity in the broadcast industry. Data collected and analyzed in this study appear in appendixes to the text. (RL)

WE 003 800

Affirmative Action Plan of the New Jersey State Department of Education.

New Jersey State Dept. of Education, Trenton.

Pub Date—Dec 76

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAR78; ED 145 530

Descriptors—*Affirmative Action, Civil Rights Legislation, Elementary Secondary Education,

*Employment Practices, *Equal Opportunities (Jobs), Personnel Directors, *Personnel Policy, Racial Discrimination, School Districts, Sex Discrimination, *State Departments of Education
Identifiers—*New Jersey

This booklet outlines the New Jersey State Department of Education's affirmative action plan to achieve equal opportunity for all employees and applicants for employment in the State Department of Education. The plan calls for compliance with federal and state legislation regulating employment practices and requiring fairness and equity in hiring, promotion, demotion, transfer, recruitment, termination, pay rates, benefits, and selection for training or academic leave. Under the plan, the commissioner of education is responsible for guaranteeing affirmative action compliance within not only the state department, but in all other educational agencies receiving resources from the state, including local school districts. The plan provides for state department personnel, including an affirmative action officer, coordinator, and advisory committee, to oversee its implementation. (Author/DS)

WE 003 801

Nordin, Virginia Davis
Employees.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—77
Note—55p.; Chapter 6 of the Yearbook of School Law-1977 (ED 145 553); For related documents, see ED 145 553-560
Available from—Not available separately–See ED 145 553
Data Base ID—RIEMAR78; ED 145 559
Descriptors—Administrative Personnel, Civil Liberties, Constitutional Law, *Court Litigation, Due Process, Elementary Secondary Education, *Equal Opportunities (Jobs), Federal Court Litigation, *Fringe Benefits, Racial Discrimination, Reduction in Force, Sex Discrimination, Supreme Court Litigation, Teacher Employment, *Tenure

Cases involving employment interests of teachers, administrators, and other school employees generally continue trends set in earlier years. Discrimination considerations continue to play an important role. One area in which the courts might be said to intervene somewhat more than in others is the prevention and remediation of race discrimination. Courts have been quick to defend the rights of black employees both in districts under desegregation orders and in other cases, such as the case mandating more hiring of minorities in a St. Louis suburban system. Despite the amount of legislation regulating sex discrimination, relatively few cases reached the courts during the past year. One of the most significant opinions was the decision by the supreme court of Indiana invalidating the adoption of separate actuarial tables for the computation of benefits of male and female retired teachers. Other traditional areas of concern receiving attention are employee dismissal and discipline, tenure and seniority, and questions of substantive and procedural due process. (Author/IRT)

WE 003 802

Schmuck, Patricia A.
Sex Differentiation in Educational Administration in the United States: A Political and Educational Appraisal.
Pub Date—Aug 77
Note—8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 145 574
Descriptors—*Administrative Personnel, *Educational Administration, Elementary Secondary Education, *Equal Opportunities (Jobs), Program Descriptions, *Sex Discrimination
Identifiers—*Sex Equity in Educational Leadership Project

The first section of this paper describes sex segregation in the field of education. The second section describes the Sex Equity in Educational Leadership Project, a model program for change. The project's five goals and the activities designed to achieve those goals are described. The five goals are building awareness and giving information about sex inequities in education, changing the content of administrative training programs, conducting research, impacting on Oregon's educational system to continue reform activities, and disseminating program findings. (Author/IRT)

WE 003 803

Minority Enrollment at State Universities and Land-Grant Colleges, Fall, 1976.
National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.
Pub Date—Oct 77
Note—14p.
Available from—Office of Research and Information, National Association of State Universities and Land-Grant Colleges, Suite 710, One Dupont Circle, Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 145 748
Descriptors—Alaska Natives, American Indians, Asian Americans, Black Colleges, Black Students, College Students, *Enrollment Rate, Eskimos, Females, Foreign Students, Higher Education, *Land Grant Universities, Males, *Minority Groups, National Surveys, Rating Scales, *State Universities, Statistical Studies, Tables (Data)

Minority enrollment has increased faster than total enrollment in state and land-grant universities in recent years. Minority students comprised 15.2 percent of the total enrollment in fall 1976, compared with 11 percent in fall 1972. Black students accounted for almost half of the minority enrollment, or 6.7 percent of the total enrollment. Other minority categories used were: nonresident aliens, Asian or Pacific islander, and American Indian or Alaskan native. The category experiencing the largest growth in recent years is the Asian/Pacific islander group. With the exception of nonresident aliens, minority students continue to be better represented at the undergraduate than graduate and professional levels. Overall, men outnumbered women in minority representation, especially in the nonresident alien category. However, black women outnumbered black men at all levels except first professional. Minority students are slightly less likely than other students to attend college on a part-time basis. Predominantly white campuses have made major advances in black enrollment, and traditionally black campuses have increased their populations of non-blacks. Rankings and statistical data for individual institutions are included. (MSE)

WE 003 804

Atelsek, Frank J. Gomberg, Irene L.
Estimated Number of Student Aid Recipients, 1976–77. Higher Education Panel Reports, Number 36.
American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 77
Note—45p.
Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D.C.20036
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAR78; ED 145 767
Descriptors—*College Students, Emancipated Students, Ethnic Groups, Family Income, *Federal Programs, Females, Financial Support, Grants, *Higher Education, Males, National Surveys, Part Time Students, Statistical Studies, *Student Characteristics, *Student Financial Aid, Student Loan Programs, Tables (Data), Work Study Programs
Identifiers—Basic Educational Opportunity Grants, College Work Study, Guaranteed Student Loan Program, National Direct Student Loan Program, Supplemental Educational Opportunity Grants

The third in a series by the Higher Education Panel, this survey of student aid programs and participants focused on selected characteristics of aid recipients representative of those at 3,000 colleges and universities. Aid distribution was analyzed by the students' sex, racial or ethnic group, enrollment status (full- or part-time), and income (parental for dependent students, and aid awarded for independent students). Five federally-sponsored assistance programs are covered in the survey: Basic Educational Opportunity Grant; Supplemental Educational Opportunity Grant; College Work-Study; National Direct Student Loan; and Guaranteed Student Loan. The survey instrument, a questionnaire, was distributed to campus representatives at the Higher Education Panel's 760 member institutions; 608 replies were received. In the final report, the survey methodology is explained and the data presented in tabular form. Data are presented separately for the public and private sectors. (MSE)

WE 003 805

On Campus with Women. Number 18, October 1977.
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Pub Date—Oct 77
Note—9p.
Available from—Association of American Colleges, 1818 R Street, NW, Washington, D.C. 20009
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 145 777
Descriptors—Administrator Selection, *Affirmative Action, *Athletics, Bibliographies, *College Faculty, *Equal Opportunities (Jobs), *Females, Films, Higher Education, Insurance Programs, Males, Minority Groups, Occupational Mobility, Pregnancy, Salary Differentials, Sex Discrimination, Women Professors, *Womens Education, Womens Studies, Working Women
Identifiers—Education Amendments 1972 Title IX, Male Liberation

Contents of this bulletin from the Association of American College's Project on the Status and Education of Women include: (1) affirmative action and employment, covering the future of women in academe, administrative positions, the "old boy" network, salaries, noncompliance with Title IX, women scientists and engineers, publications available, pregnancy, insurance, pensions, and alternative ways of working; (2) education of women, including women's studies programs, student earnings, male sex discrimination, broadcasting scholarships; international research on women, guides to films on women, and female administrative ladders; (3) minority women; and (4) sports. (LBH)

WE 003 806

Gappa, Judith M.
Women's Studies at USU. A Proposal.
Utah State Univ., Logan.
Pub Date—Mar 77
Note—192p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Data Base ID—RIEMAR78; ED 145 822
Descriptors—Audiovisual Aids, Higher Education, Instructional Design, Program Content, *Program Descriptions, Program Proposals, Womens Education, *Womens Studies
Identifiers—Utah State University

The purpose of this report is to describe the current status of the Women's Studies Program at Utah State University and to make recommendations for its future. All presently offered credit and noncredit courses related in some way to Women's Studies are summarized. The recommendations for the future of the program include goals and objectives, recommended new courses, proposed program scope and limitations, and program evaluation procedures. Among the appendices are: (1) an annotated bibliography, (2) the needs assessment questionnaire and results, (3) the faculty interview instrument, and (4) syllabi of Women's Studies courses offered at other institutions. (Author/STS)

WE 003 807

Fall 1974 Entering Students at the End of Their Sixth Semester, Fall 1974 Through Spring 1977: Third Report. Student Flow Project, Report No. 29.
Hawaii Univ., Honolulu. Community Coll. System.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 77
Note—138p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Data Base ID—RIEMAR78; ED 145 897
Descriptors—College Credits, College Graduates, College Majors, Community Colleges, *Enrollment, Females, Junior Colleges, Junior College Students, Longitudinal Studies, Males, Part Time Students, Persistence, *Student Characteristics, Student Mobility, Transfer Students, Vocational Education
Identifiers—Hawaii

In an extensive student progression report, six semesters of student flow data are summarized for 7,046 new students and 2,125 transfer students who entered the Hawaii community colleges in fall 1974. Continuation rates, full-time rates, credit-completion rates (CCR), changes of major, and graduates are analyzed by semester in terms of entering status by sex, college campus, and program. In the sixth semester, continuation rates for the community college total were 22% for new students and 16% for transfer students. Graduation rates were 13% for new students and 15% for transfer students. Overall, males had higher continuation rates than females each semester, as did vocational education majors compared to other students; females had higher graduation rates than males, as did vocational education majors compared to other students; females had slightly higher CCRs than males in each semester; and vocational education majors had higher full-time rates and CCRs than other students. Remarkable stability was noted in sex and program differences, semester after semester, for both new and transfer students. Besides system-wide totals, the study variables are reported for each college in appended statistical charts. (Author/RT)

WE 003 808

Gold, Dolores And Others
Male Teachers and the Development of Nursery-School Children.
Pub Date—77
Note—18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 145 965
Descriptors—Academic Achievement, *Mathematics, Preschool Children, *Preschool Teachers, Role Models, Self Concept, Sex Differences, Student Behavior, Student Evaluation, Teacher Behavior, *Teacher Characteristics
Identifiers—*Male Teachers, *Sex Identity

This study examined the influence of male teachers on the development of 4-year-old, middle-class children, with emphasis on the development of boys. The subjects were 55 boys and 54 girls in 13 nursery classes, taught by teams containing either two female teachers or one male and one female teacher. Pre- and post-tests were administered to measure the children's sex identification and mathematical achievement. The post-test battery also evaluated the children's school enjoyment, self-confidence, and classroom behavior. Boys taught by teams containing a male teacher had higher mathematical achievement than boys taught by teams with only female teachers. In addition, both boys and girls with a male teacher were rated more favorably by both male and female members of the teaching team than were students taught by all-female teaching teams. The sex of the teacher was not related to the children's gender identity, self-confidence, or school enjoyment. Results were interpreted as providing some support for the assertion that the sex of the teacher is an important influence on nursery school children's behavior and mathematical achievement. (Author/BD)

WE 003 809

Sanchez, Rosaura, Ed. Cruz, Rosa Martinez, Ed.
Essays on La Mujer. Anthology No. 1.
California Univ., Los Angeles. Chicano Studies Center.
Pub Date—77
Note—194p.
Available from—Chicano Studies Center, University of California, Los Angeles, 405 Hilgard Avenue, Los Angeles, California 90024 ($5.35); make checks payable to the Regents of the University of California
Data Base ID—RIEMAR78; ED 145 985
Descriptors—Anthologies, Characterization, Cultural Images, Economic Status, Family (Sociological Unit), *Family Role, *Females, Health Services, Literature, Literature Reviews, *Mexican American History, *Mothers, Occupations, Religion, *Sex Role, Sex Stereotypes, *Socioeconomic Influences, *Working Women
Identifiers—*Chicanas, Chicanos, La Malinche

The 10 essays introduce some concepts and topics of particular concern and interest to those wishing to analyze the situation of the Chicana within her particular historical, social and economical context. Topics of the essays are: (1) the Chicana labor force; (2) the role of the Chicana within the student movement; (3) the Chicana and the Chicano family–functions and dynamics of the family, economic perspective of the family, economic exploitation of women; (4) the female's role in Pre-Hispanic society (written in Spanish); (5) the Chicana and health services–the immigrant's influences, the Chicana as a woman and mother, the Chicana's health, Chicanas in health professions; (6) internal contradictions in the works of authors writing about a lower social class than their own; (7) Chicana history (a review of the literature); (8) Malintzin Tenepal (La Malinche); (9) industrial and occupational distribution of Chicana workers in California and Texas as of 1969; and (10) the women's task of gaining liberation–the Mexican women's oppression, misconceptions perpetuated, the ranks of the unskilled, social relations, and the struggle for the working class. The literature review covers the Colonial Period (1519-1821), the Nineteenth Century (1821-1910), and the Contemporary Period (1910-1976). The novel "Hasta no verte Jesus mio", a work on a woman written by a woman, is discussed as an example of the internal contradictions found in the work of a middle class writer who writes about the lower class. (NQ)

WE 003 810

Hallinan, Maureen T.
The Development of Children's Friendship Cliques.
Spons Agency—Spencer Foundation, Chicago, Ill.
Grant—2-CAX-677; 133-9702
Pub Date—Sep 77
Note—47p.
Available from—Maureen T. Hallinan, Department of Sociology, Stanford University, Stanford, California 94305 (free)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAR78; ED 146 098
Descriptors—Behavioral Science Research, *Behavior Patterns, Child Development, *Childhood Friendship, Classroom Environment, Class Size, Elementary School Students, Females, Interpersonal Relationship, Males, *Peer Relationship, Social Development, Social Relations, Social Science Research, Sociometric Techniques

This paper investigates the formation and evolution of friendship cliques among preadolescent youths. An understanding of these patterns can aid teachers in influencing social relations and the behavior of their students. Two sets of sociometric data were collected to analyze children's friendship cliques. The relationship among the variables of class size, classroom organization, grade, and sex was examined in a cross-sectional data set of 51 groups and a longitudinal data set of 11 groups. Class size and organization were found to have an effect on average number of friends and on the number, size, and stability of cliques. Fewest children excluded from cliques were found in the sixth grade. While some cross sex friendships were reported, a total sex cleavage existed between boys' and girls' cliques in every class. Data, research methodology, findings, and statistical tables are included in the report. (Author/KC)

WE 003 811

Coulter, Cynthia L. And Others
Sex and Grade Level Differences in Ratings of Students by Teachers and Classroom Observers. Report No. 75-20.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Contract—NIE-C-74-0089; OEC 6-10-108
Pub Date—75
Note—36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAR78; ED 146 141
Descriptors—Age Differences, Elementary School Students, Maturation, *Personality Assessment, Sex Differences, *Student Behavior, *Teacher Attitudes

Elementary school students were ranked by teachers on scales measuring personality characteristics and teacher expectations. Classroom observers also rated the students to assess the validity of teacher rankings and to determine whether teachers and observers use the same characteristics in forming perceptions of students. Teacher rankings and observer ratings were analyzed for sex and grade level differences, and the results were compared. Though some halo effect was evident in teacher rankings, both teachers and observers agreed in perceiving girls more favorably than boys, indicating that real student sex differences are reflected rather than teacher bias. Grade level main effects in observer ratings reflect maturational differences between grades. Grade by sex interactions, reflecting developmental differences between males and females, appeared for some rating scales. (Author/MJB)

WE 003 812

Stone, Meredith K. McDonald, Frederick J.
The Effects of Classroom Interaction Patterns and Student Characteristics on the Acquisition of Proficiency in English as a Second Language. Summary Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton.
Report No.—ETS-PR-77-5
Pub Date—May 77
Note—21p.; For related documents, see ED 146 201-203
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 146 200
Descriptors—Academic Achievement, Adult Basic Education, Adult Students, Age Differences, Day Schools, Educational Background, English (Second Language), Ethnic Origins, Interaction, *Language Proficiency, Oral English, Predictor Variables, *Second Language Learning, Sex Differences, Spanish Speaking, *Student Characteristics, Student Teacher Relationship, Teaching Styles, *Teaching Techniques

A study to determine the effects of certain teaching methods on English proficiency is summarized. Participants were students and teachers of English as a second language at the West New York (New Jersey) Adult Learning Center. A pretest, observation, post test design was used. Data on student background characteristics such as age, sex, previous education and employment, and country of origin were also collected. Results of the statistical analysis indicated that teaching style did affect student gains in proficiency, particularly for certain types of students. The analysis–which considered student background, classroom interaction patterns, pretest performance, and final proficiency–indicated that there were four combinations related to superior classrooms. (1) Students with more education, more previous English instruction, and higher level jobs learned more with a free response mode and a question and answer paradigm. (2) Students who had been in this country longer, had higher level jobs, and had studied English previously demonstrated exceptional gains when instruction included direct-read and/or ask questions along with free response, and question-answer-corrective feedback-prompt-answer interactions. (3) Well-educated, well-employed women with superior English training in their country of origin demonstrated high achievement with the interaction pattern, teacher direct-student read and/or ask question. (4) Younger, less well-educated male students who had recently arrived from Western Europe learned well when interaction patterns were supportive and individualized. (Author/MV)

WE 003 813

Thomas, Gail E.

Race and Sex Effects in the Process of Educational Achievement.

Pub Date—75
Note—214p.
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,077)
Data Base ID—RIEMAR78; ED 146 264
Descriptors—*Academic Achievement, Blacks, Caucasian Race, College Attendance, Comparative Analysis, Females, High School Students, *Intelligence, Longitudinal Studies, Models, *Racial Differences, Senior High Schools, *Sex Differences, Socioeconomic Status

The major research question addressed in this dissertation is: To what extent do past attainment models which have been primarily applied to white male samples predict the educational achievement of blacks and women? Data for this inquiry are based on a subsample of black and white males and females who participated in a National Longitudinal Survey of the high school senior class of 1972 conducted by the Educational Testing Service and the Research Triangle Institute. The analytical model used in this study is a four variable model consisting of two traditional predictors of educational attainment; family socioeconomic status and mental ability; an intervening variable (high school senior class rank); and the major outcome variable, educational achievement as measured by college attendance. Findings from the separate parallel path analyses performed on each race by sex subgroup supported the proposition that the educational achievement process itself varied more by race than by sex. As for the direct effects of race and sex on educational achievement when entered explicitly into the basic model, the results from path analysis were contrary to the effects of race hypothesized in that being white produced a significant direct depressant effect on educational achievement rather than being black. However, as was hypothesized, being female did produce a modest direct depressant effect on the major outcome variable. Thus a major conclusion drawn from this study is that the presence or absence of race and sex differences in the educational achievement process is primarily contingent upon the influence of socioeconomic status and ability. (Author/AM)

WE 003 814

Lynch, Gerald P.

Strategies for the Mitigation of Sex–Role Bias in Fifth Grade Urban Youth.

Pub Date—75
Note—119p.
Available from—University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-17,188)
Data Base ID—RIEMAR78; ED 146 271
Descriptors—Catholic Schools, *Changing Attitudes, *Childhood Attitudes, Elementary School Students, Grade 5, Socialization, *Teaching Techniques, Urban Areas
Identifiers—Pennsylvania, *Sex Bias, *Sex Role Stereotypes

The purpose of this dissertation was to develop in students an awareness of when sex-role stereotyping occurs and the impact it has on them. It was the goal of the program to afford the students an opportunity to become more aware of the status quo regarding their socialization and broaden their outlooks of what can be. Eighty-nine fifth grade students were drawn from four classes in Roman Catholic elementary schools in central Pennsylvania. They were pretested and posttested using six scales that were purported to measure various aspects of stereotypical behavior as well as self-concept and aspired-to self. Two groups received the intervention program of eight sessions which included various exercises and experiences to heighten their awareness of when and how sex-role stereotyping occurs. The only varying factor between the groups was the use of different facilitators. It was hypothesized that the students who participated in this program for increasing awareness of sex-role bias would exhibit a significantly greater change in specific and general sex-role stereotyping as well as significantly positive changes in self-concept and aspired-to self. Conclusions based within the limitations of this study revealed that sex-roles are well established by the fifth grade. (Author/AM)

WE 003 815

The Unfinished Business, Twenty Years Later. A Report Submitted to The U.S. Commission on Civil Rights by its Fifty–One State Advisory Committees.

Commission on Civil Rights, Washington, D.C.
Pub Date—Sep 77
Note—227p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Data Base ID—RIEMAR78; ED 146 280
Descriptors—American Indians, Asian Americans, Blacks, *Civil Rights, Civil Rights Legislation, *Equal Education, *Equal Opportunities (Jobs), Feminism, Hawaiians, Legal Responsibility, Minority Groups, Spanish Americans, State Surveys, Voting Rights
Identifiers—Native Americans, Pacific Americans

This reference work details state by state progress in civil rights since the enactment of the Civil Rights Act of 1957. The 51 reports (50 states plus the District of Columbia) reiterate the major problems of the past two decades including education and employment. Other civil rights issues identified by the State advisory committees were: women's issues; special groups, for example, blacks, Hispanics, Asian and Pacific Americans; housing; civil rights enforcement; indigenous groups, for example, American Indians, Native Alaskans, Native Hawaiians; prisons; police-community relations; economic issues; voting and political participation; information and communications; migrants; health and safety; and undocumented aliens. The consensus of this work is that although the denial of civil rights to minority citizens is less blatant than it was twenty years ago, many of the old problems are far from remedied. Furthermore, other concerns which were barely recognized at the time the Civil Rights Act became law, have now surfaced as pressing issues. It is concluded that resolution of civil rights problems will require strict dedication to the carrying out of constitutional principles and legal mandates. (Author/GC)

WE 003 816

Haller, Elizabeth S., Comp. And Others

New Perspectives; A Bibliography of Racial, Ethnic and Feminist Resources.

Pennsylvania State Dept. of Education, Harrisburg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—299p.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Data Base ID—RIEMAR78; ED 146 284
Descriptors—*Annotated Bibliographies, Curriculum Development, Ethnic Groups, *Females, *Minority Groups, *Reference Materials, Resource Materials, *Womens Studies

This is an annotated bibliography compiled to help school personnel locate resources to develop effective school programs which support sex equality and ethnic/racial pluralism. It is an update of "American Diversity" (1969,1971) and of "Images of Women" (1973). The bibliography is divided into two parts: Part I includes entries for the major ethnic and racial groups listed: Asian Americans, Black Americans, European Ethnic Groups, Hispanic Americans, Mexican Americans, Jewish Americans, Native Americans, Pennsylvania Germans. This section also includes a section on Multi-ethnic materials and on Intergroup Education Resources to provide perspective, background content and suggested teaching strategies. Part II contains entries for women's studies. The entries include the following categories: biography, fiction, history, literature and the arts, psychological/sociological interpretation, periodicals, teacher resources, organizations and agencies, and audiovisual media. All materials are listed with suggested grade levels. (Author/AM)

WE 003 817

Selected List of Postsecondary Education Opportunities for Minorities and Women.

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.
Pub Date—Jan 77
Note—49p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAR78; ED 146 287
Descriptors—*Educational Opportunities, *Females, Higher Education, Minority Groups, *Post Secondary Education, Professional Education, Reference Materials, *Resource Materials, Scholarship Funds, Scholarship Loans, *Student Financial Aid, Womens Education

This brochure lists educational opportunities for minorities and women at the postsecondary level. In addition to specific loan, scholarship, and fellowship opportunities, it also provides some general information on how and where to seek out general assistance to prepare oneself to pursue additional education and career goals. The pamphlet was targeted to assist minorities and women, but it can be of use to the general postsecondary population. The list is not complete, and should be viewed as a selected list of opportunities that are available for those who wish to pursue educational and career goals. The listing includes opportunities in selected fields of study such as architecture, business administration, law, education, engineering and science, health, medicine, and allied professions, speech pathology and audiology, and theology. Included in the listing are U.S. Office of Education Programs and other selected opportunities as well as sources of general information. (Author/AM)

WE 003 818

The United States Commission on Civil Rights Statement on Affirmative Action. Clearinghouse Publication 54.
Commission on Civil Rights, Washington, D.C.
Pub Date—Oct 77
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 146 310
Descriptors—*Affirmative Action, Civil Rights, Court Litigation, Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, *Government Role, *Historical Reviews, Professional Education, Quotas, Racial Discrimination, Sex Discrimination
Identifiers—Griggs v Duke Power Company

In this position paper on affirmative action, prepared by the U.S. Commission on Civil Rights it is noted that the single most important occurrence in the evolution of equal employment law was the recognition by the U.S. Equal Employment Opportunity Commission and the Supreme Court of the U.S. that the mandate of the Civil Rights Act of 1964 could not be fulfilled simply by prohibiting practices intentionally designed to deny opportunities to minorities. The report describes some of the institutional barriers to equal opportunities. These have included the reliance of employers and unions on word-of-mouth contact as a means of recruiting new employees, the use of minimum height and weight standards as requisites for jobs in law enforcement and other fields, the use of arrest records as an absolute bar to employment, the tendency to favor relatives of current employees for new positions, and the relocation of industrial plants from central cities to the suburbs where minority workers have difficulty in obtaining housing. The landmark case of Griggs V Duke Power Co. led to concrete remedies which form a significant component of affirmative action. These include the discarding of tests or high school diplomas as requirements for employment or promotion, and the requirement that employers go beyond word of mouth recruiting. The principles governing decisions to remove institutional obstacles to equal employment opportunity are also helpful in analyzing another important aspect of affirmative action: the use of numbers, either as goals, or in some instances, as requirements in fashioning remedies for discrimination. An understanding of how numerically-based remedies came to be used as an affirmative action tool and how they have been applied in specific contexts is provided. It is concluded that the abandonment of affirmative action programs, of which numerical goals are an integral part, would shut out many thousands of minority students and women workers from opportunities that have only recently become available to them. (Author/AM)

WE 003 819

Brookshire, William K. Ernst, Nora S.
Group Composition in a Voluntarily Integrated School.
Pub Date—77
Note—16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAR78; ED 146 313
Descriptors—Age Differences, Blacks, Caucasian Race, Elementary School Students, Grade 1, Grade 5, Group Relations, *Integration Effects, Racial Composition, School Integration, Sex Differences, *Sociometric Techniques

This study concerns the sociometric group patterns of two grades of elementary school children in a voluntarily integrated magnet school. A sociometric measure was administered to two grade levels of this school on a repeated measures design. The grades were the first and the fifth. Each child was asked to complete the sociometric measure which asked for three positive choices in a play situation and three positive choices in a study situation. Basically each child was asked to state which three persons in the class he would most like to play with. Then he was asked to name those three he would like to study with. Findings indicated the following: (1) Neither grade displayed a tendency to group on cross sex within their own races. Cross race groups, however, were noted in all administrations and did not appear to either increase or decrease in frequency over time. (2) There appeared to be a difference in the pattern between grades. The first grade children appeared to remain rather stable in the pattern of the groups, and to have smaller grouping than did the fifth graders. Females at the fifth grade level appeared to be slightly more clique oriented. Several large groups of all female white or all female black composition were noted. (3) There did not seem to be any differences between the questions of play and study. (4) The size of the group may have had an effect on the composition. (5) The major conclusion is that these children did not seem to have broken into four static groupings on the basis of sex and race. (Author/AM)

WE 003 820

Vetter, Louise Stockburger, David W.
Career Patterns of a National Sample of Women. Research and Development Series No. 95 (Re-issue). Final Report.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Contract—NE-C-00-3-0079
Grant—OEG-3-7-000158-2037
Pub Date—77
Note—110p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEAPR78; ED 146 363
Descriptors—Adults, Blacks, *Careers, Caucasians, *Employment Patterns, Family Characteristics, *Females, Individual Differences, Labor Force, Labor Force Nonparticipants, Marital Status, National Surveys, Racial Differences, Social Science Research, *Socioeconomic Influences, Tables (Data), Theories, *Vocational Development, Work Attitudes, Work Experience, *Working Women
Identifiers—Super (Donald E), United States

Findings of a study are reported that applied two career pattern systems for women to historical data collected in 1967 on a national sample of 4,996 black and white women ages 30-34. Information was provided on (1) the proportion of women who can be classified into each career pattern in the system(s), and (2) relationships of career development variables to the career patterns. The first career pattern system was based on the milestones of leaving school, marriage, and the acquisition of the first child, with the intensity of work between these milestones in terms of the percentage of time spent in the labor force taken into account. The second set of career patterns was based on Donald Super's system of career patterns. Both career pattern systems were analyzed separately for black and white women. Means, standard deviations, and correlations were calculated for each career pattern in both systems for career development variables, including education, relative desirability of occupational assignment, age at milestones, proportion of time spent in the labor force, income, family related variables, and attitudes toward work. In this report, detailed findings are reported on career development variables, and five areas of implications of the data are presented: career patterns, career development, number of children, base data, and educational implications. (TA)

WE 003 821

Kuhn, Sara E. Rossing, Boyd E.
Handbook for Community Problem Solving.
Georgia Univ., Athens. Center for Continuing Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—36p.; For a related document, see ED 146 448
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 146 447
Descriptors—*Community Action, Community Involvement, Community Problems, Guides, Leadership Responsibility, Organizational Communication, *Problem Solving, *Program Planning

This handbook is a practical guide that can be used by an individual, group, or group leader in planning an active role in community development. Major topics covered are organizing the group; purpose and structure of your organization; how to identify the problem; planning an active program to solve a community problem; planning a large meeting or workshop; chairing a large meeting or workshop; chairing a small group or committee meeting; making your presence felt in the community; communications, details, and paper work; and resources available to you. Each of the topics is presented in detailed steps or guidelines for carrying out the specific activity. This guide's companion publication, "Community Problem Solving: Mobilizing the Disadvantaged–A Training Model," is also available. (SH)

WE 003 822

Rossing, Boyd E. Kuhn, Sara E.
Community Problem Solving: Mobilizing the Disadvantaged. A Training Model.
Georgia Univ., Athens. Center for Continuing Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—47p.; For a related document, see ED 146 447
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 146 448
Descriptors—Citizen Participation, *Community Action, Community Involvement, Community Resources, *Disadvantaged Groups, Educational Strategies, Guides, Leadership Responsibility, *Leadership Training, *Models, Needs Assessment, Planning, *Problem Solving

This training model and accompanying a handbook (see related note) are based on the University of Georgia Rural Women Project, a two-year leadership training project which tested the model in Morgan County, Georgia, and had some success in developing effective community problem solving with the rural black community in that county. The following four phases of the model are described in separate sections: orientation (that preliminary foundation which a trainer or trainers should possess before going into a community to work with citizens); engagement (the process by which citizens and trainers come into contact and mutually assess the need for training); disengagement (begins initially with the formalization of a leadership body and continues through the formalization of the organization as a self-sustaining citizen group); and follow-through and follow-up (the ongoing roles of trainers and citizens following complete disengagement). Appended material includes a brief history of the project, the model breakdown, assessment profile, and sources of trainers. (SH)

WE 003 823

Puig-Casauranc, Maria del Carmen

Personality Characteristics and Psychological Androgyny of Academic Women.

Note—8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAPR78; ED 146 473

Descriptors—*Androgyny, Comparative Analysis, *Females, Higher Education, Individual Characteristics, Personality Assessment, Psychological Characteristics, Role Perception, *Self Concept, *Sex Role, Units of Study, *Vocational Interests

This study investigates females in three fields of academic study thought to be male-dominated, female-dominated, or dominated by neither sex. The women were compared in relation to personality characteristics selected from the subscales of the Edwards Personal Preference Schedule (EPPS) which have been stereotypically associated with masculinity and femininity, as well as on their degree of psychological androgyny defined by the Bem Sex-Role Inventory (BSRI). The 185 subjects, consisting of junior and senior women in nine academic departments in a land grant university, were grouped to compose the traditional, non-traditional and neutral fields and were administered both the EPPS and the BSRI. Generally, the data yielded a consistent and integrated pattern when interpreted jointly. The fact that the neutral group was involved to a considerable degree in the comparison tends to suggest that the differentiation between the neutral and traditional groups might have been an artificial one. This suggests that the differences were essentially between the traditional and non-traditional groups as anticipated. (Author/PFS)

WE 003 824

Downs, A. Chris   Langlois, Judith H.

Mother and Peer Influences on Children's Sex-Role Play Behaviors.

Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.; Texas Univ., Austin. Inst. of Human Development.

Pub Date—May 77

Note—19p.

Available from—An extended version of this report is available from A. Chris Downs, Dept. of Psychology, 330 Mezes Hall, University of Texas at Austin, Austin, TX. 78712

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAPR78; ED 146 475

Descriptors—Behavioral Science Research, *Child Development, Mother Attitudes, Parent Child Relationship, *Parent Influence, Peer Acceptance, *Peer Relationship, Play, Preschool Children, *Sex Role, Sex Stereotypes, Social Development

One of a series of studies originating in Austin, Texas examining the relative contribution of the primary socializing agents on the child's sex-role development, their study was designed to determine whether mother and peers of nursery school children differentially reward or punish play with sex-appropriate or sex-inappropriate toys. The study controlled for the number and kinds of sex-typed toys present during mother-child and peer-child interaction. The subjects were 48 3-and 5-year-old boys and girls, their mothers, and their same-sex, same-age peers. Each child was observed by concealed video camera with mother, with peer, and alone. In each situation a new toy set was introduced; one "masculine", one "feminine". Broad results indicate that both mothers and peers contingently ridicule and verbally interfere when children play with inappropriate sex-typed toys. Girls are likely to receive more differential reward for playing with feminine toys than boys for playing with masculine, and boys more punishment than girls for reverse situations. Results suggest that peer influence is greater than mother's with the older child. (PFS)

WE 003 825

Kelly, Jeffrey A.   And Others

Interpersonal Consequences of Sex-Typing and Androgyny: A Behavioral Analysis.

Pub Date—May 77

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAPR78; ED 146 496

Descriptors—*Androgyny, Assertiveness, Attribution Theory, College Students, *Females, *Interpersonal Competence, Role Playing, *Sex Role, *Social Behavior

New measures of sex role style assess the respondent's self-attribution of sex-typed interpersonal characteristics. In light of claims that androgynous roles are related to behavioral flexibility, the current study investigated the relationship between sex role orientations and performance in interpersonal situations. Males and females in each of four sex role categories (masculine-typed, feminine-typed, androgynous and indeterminate) role-played situations requiring the appropriate expression of either commendatory or negative assertiveness. Androgynous subjects were most effective in rated social skills components for both types of situations, while indeterminates were highly ineffective. Complex interpersonal situations apparently require the use of well-integrated masculine and feminine social skills. (Author)

WE 003 826

Busch, Judith W.   Blackwell, Peggy J.

Role Expectations of Parents of High School Students.

Pub Date—May 77

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAPR78; ED 146 499

Descriptors—Educational Objectives, *Expectation, Parental Aspiration, *Parent Attitudes, *Role Perception, *School Role, Sex Differences, Sex Stereotypes

This paper discusses a study conducted with 100 parents of high school-age students in Albuquerque, New Mexico, to determine the nature and range of their goals for secondary education. Each parent participated in an open-ended, tape-recorded interview. Results of these interviews, while qualitative, revealed basic sex-role expectations of parents for their children. Some parents, primarily middle- to upper-class Anglo, directed their comments specifically toward expanding the limits of traditional sex roles, and while no parent mentioned that girls might choose to remain single, many mentioned that boys might choose to remain bachelors. Most parents commenting on sex roles were basically conservative and assumed girls would be wives and mothers first and professional workers second. Parents also ranked the 12 general outcomes (purposes of education) and the 47 Mediate Goals (manner in which education is accomplished) derived from the interviews. The pattern of priorities indicated that women were more concerned with the day-to-day operation of the school system, stressing discipline, obedience, evaluation of teachers and administrators, and personal development. Men emphasized basic skills, working with others, vocational guidance and training, physical fitness, and equal opportunity. (Author/PFS)

WE 003 827

Kimmel, Ellen   And Others

Women and Administration Institute: Making a Difference.

Pub Date—Aug 77

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAPR78; ED 146 505

Descriptors—Administrator Responsibility, *Females, *Leadership Training, *Management Education, Professional Continuing Education, Program Descriptions, *Womens Education, *Working Women

This paper describes a training program for women designed to increase the number of women candidates for administrative openings (in Education), and to insure that graduates become sensitive to sex stereotyping so they will function as positive agents to eliminate its presence in schools. A total of 39 women during summers of 1975 and 1976 resided on campus at the University of South Florida for three weeks and studied, observed, role-played and analyzed their potential for leadership 18 hours a day. In followup interviews, all participants were on the move educationally, and have increased positive attitudes toward self and others, indicating they will be better able to succeed, once chosen to serve as leaders. (PFS)

WE 003 828

Nickerson, Eileen T.

Learned Helplessness and Depression in Women; Or How to Keep Being a Woman From Being Depressing.

Pub Date—[76]

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEAPR78; ED 146 507

Descriptors—*Assertiveness, Behavioral Science Research, *Behavior Change, *Depression (Psychology), *Females, Sex Role, *Sex Stereotypes, *Socialization, State of the Art Reviews

Identifiers—*Learned Helplessness

This paper links the sex stereotypic socialization of women towards passivity and insignificance theoretically and empirically with the greater incidence of learned helplessness and depression in contemporary American women as compared to men. The case is made for a more androgynous, self-directed and undepressed person, female or male, and both short and longer-term developmental intervention strategems for behaviorally insuring the more optimal development and functioning of women are delineated. An extensive bibliography is included. (Author)

WE 003 829

Glick, Ruth M.   Neto, Virginia V.

National Study of Women's Correctional Programs.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Grant—74-N1-99-0052

Pub Date—Jun 77

Note—393p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock Number 027-000-00524-1)

EDRS Price MF-$0.83 HC-$20.75 Plus Postage.

Data Base ID—RIEAPR78; ED 146 512

Descriptors—Community Involvement, *Correctional Rehabilitation, *Demography, *Females, *Prisoners, Program Descriptions, Social Science Research

This study of women's correctional programs identifies programs and services for women incarcerated in jails and prisons, and also outlines the range and types of community-based programs available to them. In addition it also profiles the typical women inmate, providing information on the age distribution, marital status, number of children, educational and vocational attainment, criminal history, and the attitudes of the women towards themselves and the jobs they held in the past. It includes a section on the criminal justice process, the methodology used in compiling the study, the research instruments used, and a list by state of women's correctional institutions with pertinent statistics. (PFS)

WE 003 830

Etaugh, Claire
Development of Sex-Role Attitudes.
Pub Date—6 May 77
Note—7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 146 514
Descriptors—*Changing Attitudes, Children, Cross Sectional Studies, Literature Reviews, Longitudinal Studies, Maturation, Sex Differences, *Social Attitudes, Young Adults
Identifiers—*Sex Role Attitudes

Current literature on sex-role attitudes has several shortcomings, including a paucity of longitudinal and developmental data. Cross-sectional data collected in the mid-1970's indicate that college students express more liberal attitudes toward women with increasing years of college attendance. This shift could be due to intraindividual changes or to differential drop-out of more traditionally oriented students. Longitudinal research by this author and colleagues supports the intraindividual shift hypothesis. In addition, differential dropout of relatively traditional students seems to be involved for women but not for men. Several demographic correlates of sex-role attitudes in college students have been identified. On the average, students with more liberal views are female, major in liberal arts, are less religious, get better grades, and come from larger communities. Cross-sectional studies of sex-role attitudes in children indicate that older students (grades 7-11) express more liberal views toward women's role than do younger students (grades 4-6). At all ages studied, females are less traditional than males. (Author)

WE 003 831

Woolfolk, Anita E. Meyers, Linda
Sex Roles and the Perception of Self-Disclosing Behavior.
Pub Date—[75]
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 146 532
Descriptors—Behavior Patterns, College Students, *Interpersonal Relationship, Personality Studies, Psychological Studies, *Role Perception, *Self Expression, Sex Differences, Sex Role, Social Behavior
Identifiers—Intimacy, *Self Disclosure

This study examines the effects of sex upon the perception, evaluation and reciprocation of self-disclosing behavior. Subjects were 68 Rutgers University undergraduates who responded to a written statement attributed to either a male or female. The statements varied according to level of intimacy; some disclosed intimate information, while others were superficial. Superficial disclosure elicited more disclosure from subjects. Intimate disclosure was perceived as negative, unhealthy, and feminine. The female speaker was seen as fairer, but the male aroused more emotion. Other sex differences were noted and briefly discussed, with the suggestion that further research should explore the effects of nonverbal behavior on self disclosure. (Author/PFS)

WE 003 832

Dean, Nancy
Feminist Short Fiction: New Forms and Styles.
Pub Date—76
Note—11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 146 586
Descriptors—Authors, Characterization, *Feminism, Fiction, Imagery, Literary Conventions, Literary Criticism, Literary Perspective, *Literary Styles, Realism, *Short Stories

This paper examines the stylistic changes that have occurred since 1850 in short fiction written by women. A shift is noted from the sentimental, romantic, "pretty" writing of the past to today's more realistic writing, with its characteristically vivid imagery. Discussion defines the term "feminist fiction" and shows how today's women writers are using traditional short-story themes and structures that, directly or indirectly, express feminist values. For example, many women writers now employ a writing strategy that stresses reader recognition of situations imposed upon women instead of a strategy of character illumination, in which the story development allows a character to discover her own situation. Examples of the realism and imagery used by contemporary women writers are included. (RL)

WE 003 833

Sprung, Barbara
Non-Sexist Education for Young Children: A Practical Guide.
Pub Date—75
Note—115p.
Available from—Citation Press, A Division of Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036 ($3.25 paper)
Data Base ID—RIEAPR78; ED 146 618
Descriptors—Bibliographies, Check Lists, Child Care Centers, Child Development, Childrens Books, Classroom Environment, Guidelines, *Instructional Materials, Parent Participation, Preschool Curriculum, *Preschool Education, Sex Discrimination, *Sex Fairness, *Sex Role, Sex Stereotypes, Units of Study

The Women's Action Alliance, established to help translate the growing awareness of sex discrimination into concrete actions and improvements in the lives of women, directed a study of sexist influences and practices in child-care centers in the New York City area and worked with four volunteer centers to develop and test nonsexist materials and programs for young children. Separate chapters of this book discuss the following topics: the background of the nonsexist child-development project; early childhood development; involving parents in the examination of sexism in language, in television programs, and in early childhood education; the creation of nonsexist environments for young children; units of study for nonsexist early education programs; and nonsexist materials for use with young children. Appendixes provide an annotated bibliography of nonsexist picture books, a bibliography of selected nonsexist readings, and a checklist for a nonsexist early education classroom. (GW)

WE 003 834

Mazzarella, Jo Ann
Implementing Title IX. ACSA School Management Digest, Series 1, Number 8. ERIC/CEM Research Analysis Series, Number 35.
Association of California School Administrators-.Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Contract—OEC-0-8-080353-3514
Pub Date—77
Note—40p.
Available from—Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 ($1.75 for ACSA members; $2.75, non-members)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 146 663
Descriptors—Affirmative Action, Athletic Programs, Counseling, Elementary Secondary Education, Employment Practices, *Equal Education, *Equal Opportunities (Jobs), Federal Legislation, Nondiscriminatory Education, *Physical Education, School Districts, Sex Discrimination, *Vocational Education
Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

Title IX of the Education Amendments of 1972 and the HEW implementing regulations cover two major areas: sex discrimination in school courses, athletics, extracurricular activities, employment, and counseling, and sex descrimination in hiring, promotions, and benefits for school personnel. The author of this review examines the progress (and lack thereof) made by schools attempting to comply with Title IX requirements in physical education and athletic programs, employment, counseling and vocational education, and treatment of students. Combining information from the literature with material gleaned from personal interviews, the author focuses on the successful efforts of some school districts to fulfill both the letter and the spirit of Title IX. The author notes that staff, parents, and students need to be involved in implementing Title IX. A decentralized approach involving vigorous, dedicated committees, has been used by most schools that have moved the farthest toward eradicating sex discrimination, she notes. (Author/DS)

WE 003 835

Aoki, Sophie Ann
Out of the Cage, Women Emerging.
Hawaii State Commission on the Status of Women, Honolulu.Hawaii Univ., Honolulu. Coll. of Education. General Assistance Center for the Pacific.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Grant—C391-75-0006
Pub Date—76
Note—52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEAPR78; ED 146 682
Descriptors—Affirmative Action, Case Studies, *Civil Rights, Court Litigation, Employment Problems, Equal Opportunities (Jobs), *Feminism, Political Power, Sex Discrimination, *Social History, State Legislation, Strikes, Unions, Wages, Working Women
Identifiers—*Hawaii, *Status of Women

A history of the status of women in Hawaii, particularly, and the United States, in general, is documented in this publication. Two case studies of women encountering employment discrimination in Hawaii because of their sex and their actions to obtain equal employment conditions are summarized. Present employment conditions in Hawaii are followed by a section on women of old Hawaii. The history of the women's movement in the United States is discussed in terms of individual rights, religion, education, and employment. The final sections discuss combating sex discrimination by the political activities of voting, party participation, holding office, and uniting diverse groups in supporting the ratification of the Equal Rights Amendment. (MLF)

WE 003 836

Young, Nancy Foon, Ed. Parrish, Judy Robinson, Ed.
S/he.
Hawaii State Commission on the Status of Women, Honolulu.Hawaii Univ., Honolulu. Coll. of Education. General Assistance Center for the Pacific.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Grant—C391-75-0006
Pub Date—76
Note—45p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAPR78; ED 146 683
Descriptors—Athletic Programs, Change Strategies, Curriculum Guides, *Discussion (Teaching Technique), Elementary Secondary Education, Equal Opportunities (Jobs), *Feminism, Life Style, Occupational Choice, Role Perception, *Sex Discrimination, Social Attitudes, Sociocultural Patterns, Textbook Bias, Working Women
Identifiers—Hawaii, *Sex Role Stereotypes

A guide to help students understand the changes in traditional male and female roles occurring in society summarizes traditional behavior patterns and current changes, followed by an example of a student discussion and a class exercise. Topics include (1) who pays on a date, (2) names used to identify people, (3) women serving in the military, (4) identification of sex role stereotypes, (5) sex role stereotyping in textbooks, (6) women and sports, and (7) employment goals. A chapter focusing on the various rites of passage into manhood in the American society discusses the socialization of the American male and the alternatives to the problem of masculinity rites. The final chapter discusses the traditional women's role in dating, compares courses males and females take in school, reasons for marriage, and women's work and men's work in both the home environment and in the workplace. (Author/MLF)

WE 003 837

Steiger, JoAnn M. Szanton, Eleanor S.
Women's Participation in Management and Policy Development in the Education Division.
National Advisory Council on Women's Educational Programs, Washington, D.C.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—Jul 77
Note—104p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEAPR78; ED 146 696
Descriptors—Administrative Personnel, Affirmative Action, Agencies, Employment Practices, *Equal Opportunities (Jobs), *Females, *Government Employees, *Managerial Occupations, Policy Formation, *Sex Discrimination, Tables (Data)
Identifiers—*Department Health Education Welfare Education Div

Although there are many reasons for why women are so scarce in top positions in education, including top positions in the Education Division of the Department of Health, Education, and Welfare, a primary one is sex discrimination in hiring and promotion. Women are discouraged, in the Education Division, and elsewhere in the profession, from training or applying for administrative positions and by an informal "buddy" system that operates among men in power and, in essence, excludes women. These are two conclusions reached by the National Advisory Council on Women's Educational Programs in its study of the Education Division of HEW. This publication describes the status of women in the Education Division, identifies barriers to their advancement, explores exemplary practices that foster the participation of women in management and policy development, and examines the Division's use of women as professional advisors. Each chapter concludes with a set of recommendations for improvement. Appendixes include statistical data on the number of women and kinds of positions they hold in various Division units. (Author)

WE 003 838

Steiger, JoAnn M. Szanton, Eleanor S.
Efforts Toward Sex Fairness in the Use of Education Division Funds.
National Advisory Council on Women's Educational Programs, Washington, D.C.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—Aug 77
Note—82p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAPR78; ED 146 697
Descriptors—Educational Finance, Elementary Secondary Education, Employment Practices, *Federal Aid, Federal Government, Federal Programs, Females, Financial Support, Grants, Post Secondary Education, Sex Discrimination, *Sex Fairness, *Student Financial Aid
Identifiers—Education Amendments 1972 Title IX, *Department Health Education Welfare Education Div, *Title IX Education Amendments 1972

This report presents the findings of the investigation, conducted by the National Advisory Council on Women's Educational Programs, on how federal programs affect girls and women. The council investigated the extent to which the Education Division of HEW has used the tools available to it (including enforcement of Title IX of the Education Amendments of 1972) to promote equity for girls and women in the three basic types of programs that it administers: formula grant programs, discretionary programs, and student financial aid programs. Information was collected through extensive interviews with division officials and female employees, questionnaires, and analyses of secondary data sources. Each of the three program types is analyzed in a separate chapter, with appropriate recommendations for eliminating sex discrimination in each area. Appendixes include relevant data and a guide to Office of Education programs. (Author)

WE 003 839

Thorne, Barrie, Ed. Henley, Nancy, Ed.
Language and Sex: Difference and Dominance.
Pub Date—75
Note—311p.
Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 ($9.95)
Data Base ID—RIEAPR78; ED 146 803
Descriptors—Annotated Bibliographies, Child Language, Discourse Analysis, *Females, Intonation, Language Patterns, Language Research, Language Role, *Language Usage, Males, Nonverbal Communication, Semantics, Sex Differences, Sex Discrimination, Sex Role, Sex Stereotypes, *Sociolinguistics, Student Teacher Relationship, Womens Studies

The twelve papers in this volume, which concerns the interrelationship of language and sex, include: (1) "Difference and Dominance: An Overview of Language, Gender, and Society," by Barrie Thorne and Nancy Henley; (2) "Women's Speech: Separate But Unequal?" by Cheris Kramer; (3) "The Making of a Nonsexist Dictionary," by Alma Graham; (4) "The Semantic Derogation of Woman," by Muriel R. Shulz; (5) "The Sex of the Speaker as a Sociolinguistic Variable," by Marjorie Swacker; (6) "Male-Female Intonation Patterns in American English," by Ruth M. Brend; (7) "Sex, Covert Prestige, and Linguistic Change in the Urban British English of Norwich," by Peter Trudgill; (8) "Sex Roles, Interruptions and Silences in Conversation," by Don H. Zimmerman and Candace West; (9) "Sex Differentiation in Language," by Ann Bodine; (10) "Cues to the Identification of Sex in Children's Speech," by Jacqueline Sachs; (11) "Teacher-Child Verbal Interaction: An Approach to the Study of Sex Differences," by Louise Cherry; and (12) "Power, Sex, and Nonverbal Communication," by Nancy Henley. A 100-page annotated bibliography on sex differences in language, speech and nonverbal communication is also provided. A list of relevant women's groups (in disciplines related to the study of sex differences in communication) and an author index to the bibliography complete the volume. (CLK)

WE 003 840

Bates, Enid Buswell Bullock, Jack M.
A Follow-Up Study of Selected Women Attending West Texas State University from Fall, 1973, through Spring, 1976. Final Report.
American Association of Univ. Women, Washington, D.C.West Texas State Univ., Canyon.
Pub Date—Aug 77
Note—124p.
Available from—American Association of University Women Educational Foundation, 2401 Virginia Ave., N.W., Washington, D.c. 20037
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEAPR78; ED 146 830
Descriptors—Alumni, *College Students, Educational Improvement, Educational Mobility, *Educational Quality, Employment Patterns, *Females, Graduate Surveys, *Higher Education, Institutional Research, Job Skills, Questionnaires, Research Projects, School Surveys, Student Characteristics, *Student Experience, Tables (Data), *Womens Education

The object of the investigation was to obtain data on a random sample of women attending West Texas State to evaluate the educational experience for women there. Specifically, the study was to provide:(l) a profile of women students; (2) personal and professional information about individuals; (3) students' judgments of their acquisition of competencies and useful professional knowledge; (4) current information on educational and employment patterns; and (5) feedback on how the university experience might be improved. Five hundred fifty-eight women participated. The results are presented in tabular and narrative form. No statistical analyses were made. The two questionnaires used (for current students and for alumnae) are appended. (MSE)

WE 003 841

Butler, Martha L.
Student Needs Survey Report.
Arkansas Univ., Fayetteville. Office of Student Services.
Pub Date—Apr 77
Note—64p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEAPR78; ED 146 854
Descriptors—Academic Achievement, Black Students, Career Choice, Caucasian Students, College Students, Females, Fraternities, Health Needs, Individual Needs, Institutional Research, Males, Racial Discrimination, School Surveys, Sex Discrimination, Socioeconomic Status, Sororities, State Universities, Statistical Data, *Student Needs
Identifiers—University of Arkansas

A study was undertaken at the University of Arkansas to identify what problem areas may exist for students in general or for particular groups of students. The Student Needs Survey instrument was developed in the spring of 1976 for use in this study. It was designed to determine the extent of student needs in seven areas: academic, career choice, personal, racial discrimination, sex discrimination, health, and general. Students were chosen at random by a computer to participate. Every fourth black and every twentieth white student was selected. Surveys were mailed to 735 students, and 334 responses were received. The findings indicate that black students and students of lower socioeconomic groups in general have special needs that include social-emotional areas as well as those of skill development for academic success. Persons living in Greek housing seem to have more problems of major career choice and are more sensitive to sexual discrimination. Differences between men and women were evident only in the individual item analysis where content was more closely focused on. Extensive statistical tables, charts, and analyses are presented. (MSE)

WE 003 842

Corrallo, Salvatore B. Davis, Junius A.
Impact of Financial Aid on Postsecondary Entrance and Persistence.
Research Triangle Inst., Durham, N.C.
Pub Date—Apr 77
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 146 869
Descriptors—Academic Ability, College Students, Expectation, Family Income, Family Resources, Federal Aid, Females, Higher Education, High School Graduates, Longitudinal Studies, Males, National Surveys, Persistence, *Post Secondary Education, Statistical Studies, Student Costs, *Student Financial Aid, Student Needs

The study shows how data obtained in the National Longitudinal Study of the High School Class of 1972 has been used to answer some questions about the federal strategy for awarding financial aid.

The questions considered are: (1) What expectations did the senior class of 1972 planning to enter postsecondary education have about how they would meet the costs, and do the expectations vary systematically with such factors as sex, race, family income, and ability level?; (2) How realistic were these expectations, as evidenced by later experience?; (3) How was aid distributed among subgroups of students defined by sex, race, family income, ability level, and type of postsecondary institution attended?; (4) Did the family contribution vary by the cost of the institution or by the aid received?; (5) To what extent has direct financial aid equalized the net college price to student from various family income levels?; and (6) To what extent is direct aid related to persistence in postsecondary education over time? Some data tables and charts are included. (MSE)

WE 003 843

Bailey, J. P., Jr. Collins, E. F.

Entry Into Postsecondary Education.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.
Contract—OEC-0-73-6666
Pub Date—Apr 77
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 146 871
Descriptors—Academic Ability, *Access to Education, Black Students, *College Admission, College Students, Equal Education, Females, Higher Education, Junior College Students, Longitudinal Studies, Males, National Surveys, *Post Secondary Education, Racial Balance, Socioeconomic Status, Spanish Americans, *Student Characteristics

The primary data source for a study oF entry into postsecondary education was the National Longitudinal Study of the High School Class of 1972. From this data it was seen that almost one-third of high school seniors enter four-year colleges within two years of graduation, and nearly half are in either two- or four-year institutions at that time. Socioeconomic status (SES) is a strong influence, and while medium SES individuals, as against high SES, seem to predominate at the two-year level, low-ability, high-SES persons stand out somewhat at this level of schooling. More men than women seem to get to college, except that black women seem to be gaining in entry as compared to men of any race. The four-year college seems to be characterized by higher SES and ability students. At the two-year level, high ability-low SES students do about as well as low ability-high SES students. But at the four-year level, in addition to more overall variability among students, women have the edge at both high and low ability levels. Blacks have higher entrance rates to four-year colleges than whites at each ability level while Hispanics seem to predominate at the two-year institutions. However, blacks seem to be concentrated in lower selectivity level postsecondary institutions when compared to whites. Whereas the American system is heading toward equality of postsecondary educational opportunity in terms of numbers and percentages of minorities entering school, it may have a long way to go in achieving a better match between minority individuals and the schools they attend. (Authors/MSE)

WE 003 844

Baker, Curtis O. Wells, Agnes Q.

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1974–75. Summary Data.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-77-327
Pub Date—77
Note—50p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01704-1, $2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAPR78; ED 146 970
Descriptors—*Associate Degrees, Community Colleges, *Educational Certificates, Engineering Technology, Females, General Education, Job Training, Junior Colleges, Males, Program Length, Statistical Data, Technical Education, *Vocational Education
Identifiers—Higher Education General Information Survey

Data from the annual Higher Education General Information Survey (HEGIS) on associate degrees and other formal awards below the baccalaureate level in institutions of higher education in the United States are presented. Completions of organized occupational curriculums in a variety of technologies normally offered in two-year collegiate programs designed to prepare students for immediate employment in a specific occupation or cluster of occupations are emphasized. Survey purpose, organization and methodology are discussed with two supplemental tables providing comparative data for the years 1970/71-1974/75. The bulk of the document is taken up by thirteen detailed tables displaying the data by length of curriculum, type of credit (creditable or not creditable toward a bachelor's degree), institutional control and type, sex of recipient, state, type of curriculum (arts and science or general programs, science- or engineering-related occupational programs, nonscience- and nonengineering-related occupational programs), discipline division and specialty. Appendices present seven of the thirteen tables aggregated on a different methodology as well as a reproduction of part of the survey form. (Author/LH)

WE 003 845

Blai, Boris, Jr.

Bicentennial Year Plus One: Institutional Research, Calendar 1977.

Harcum Junior Coll., Bryn Mawr, Pa.
Pub Date—77
Note—152p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Data Base ID—RIEAPR78; ED 146 999
Descriptors—Alumni, Dropout Rate, Educational Objectives, Enrollment Trends, General Education, Grading, Guidance Counseling, *Institutional Research, Junior Colleges, Learning Motivation, Library Circulation, Parent School Relationship, Private Colleges, Student Attitudes, Student Characteristics, Teacher Attitudes, Transfer Students, Vocational Education, *Womens Education
Identifiers—Harcum Junior College PA, Womens Colleges

Forty institutional research reports on a wide variety of subjects of concern to Harcum Junior College, a private two-year college for women, are compiled in this document. Topics of the reports include: student/guidance counselor perceptions of school objectives; library utilization; grades and grading practices; student opinions, characteristics, and assessment of the institution; student personnel services; faculty and student participation in committees; learning attitudes; enrollment projections and enrollment by program; admissions, 1962-1977; career vocational guidance and counseling; student dropout rate and transfer information; parental assessment of the college, 1966-1977; the Nelson-Denny reading test and academic achievement; faculty and staff opinions, values and attitudes; general education components of career curricula; faculty guidance/counseling activities; alumni opinions and accomplishments, 1968-1977; college exposure among prospective students; and abstracts of published research reports from 1973-1977. The final report summarizes the findings of institutional research conducted at Harcum since 1962. It is noted that the Harcum Institutional Research Report series, the Research Memorandum series, and research articles published in various professional journals now total 616 documents. (LH)

WE 003 846

Robinson, Bryan E. Hobson, Carol M.

A Unit on Sex-Role Development for Those Working with Young Children.

Pub Date—[77]
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 147 005
Descriptors—*Child Development, Resource Units, *Sex Role, Social Influences, Unit Plan

This unit on sex-role development was designed for use with individuals who work with young children. The objectives for the unit are stated in behavioral terms and the content to be taught comprises the major portion of the unit. Specific areas covered in the content section include: (1) definitions of terms, (2) theories of sex-role development, (3) factors influencing sex-role development in children, (4) ways in which stereotypes limit children's development, (5) changing social conditions and (6) ways adults can assist children in their sex-role development. A few suggested activities, review questions and answers, and a brief bibliography are also included. (JMB)

WE 003 847

Rosen, Jacqueline L. And Others

Early Predictors of Leadership in Women Educators: Personality and Career Over Two Decades.

Bank Street Coll. of Education, New York, N.Y. Div. of Research.
Spons Agency—Mary Flagler Cary Trust, New York, N.Y.
Pub Date—Jun 77
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 147 024
Descriptors—*Career Choice, Females, *Individual Characteristics, *Predictor Variables, Professional Personnel, Self Evaluation, Teachers, Working Women

This study was designed to determine whether the divergent career directions of a sample of woman educators might have been predicted from personality-related data taken from autobiographical essays written when these educators applied for teacher training 20 years ago. Data were analyzed for 77 educators who entered the same graduate teacher-training institution and who began their careers as classroom teachers. Forty of these women are currently teaching children and 37 work with adults in a wide range of leadership roles within the field of childhood education. Follow-up data were collected from 46 members of the original sample (20 teachers and 26 leaders) to determine whether the groups differ in their current views of themselves and their careers. Aspects of the autobiographical data examined were: (1) characterizations of the childhood self as self-directing versus reliant on others and (2) characterizations of the self-as-young adult as confident, career-oriented versus unsure, self-oriented. Other variables examined included the number and type of major life crises, birth order, attitudes toward parents, identification with role models, academic standing in school, reasons for becoming a teacher, and preferred mode of communication. The results were interpreted as showing that the differences between the teachers and the leaders were consistent with the personality-related differences revealed in their autobiographies of 20 years ago. Results are discussed in detail and conclusions and implications are presented. (JMB)

WE 003 848

Henslee, Tish Jones, Peg

Freedom of Reach for Young Children: Nonsexist Early Childhood Education.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Contract—300-75-0256
Pub Date—77
Note—62p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01778-4, $2.10)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEAPR78; ED 147 038
Descriptors—Community Involvement, Early Childhood Education, *Educational Change, Family Involvement, Learning Activities, Needs Assessment, *Program Design, Resource Materials, Sex Discrimination, *Sex Fairness, *Sex Role, Sex Stereotypes, Social Change, Socialization, Teacher Role

This handbook presents ideas for developing nonsexist early childhood education programs for young children. The book is organized into six sections. Section I presents some background information, including definitions of terms, discussions of current attitudes towards and implications of nonsexist education, traditional and nontraditional roles of men and women, and a summary of current issues facing nonsexist education. Section II describes the effects of socialization practices and education on children's sex role development. Section III discusses the goals of the programs, the assessment of current needs and planning for changes in educational practices. Section IV describes specific goals and recommended actions for freeing children from sex stereotyping in the schools. Section V presents ideas for learning activities with specific nonsexist objectives. Section VI describes ways in which parents and the community can become involved in nonsexist educational goals. The report also includes an annotated bibliography of resources related to nonsexist education which are available to parents and teachers. (BD)

WE 003 849

Women of Spanish Origin in the United States, 1976. La Mujer de Origen Hispano en los Estados Unidos, 1976.
Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.
Pub Date—76
Note—43p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 147 070
Descriptors—Academic Achievement, Age, *Demography, Employment Statistics, Enrollment, Ethnic Origins, Family (Sociological Unit), Family Income, *Females, Heads of Households, Labor Force, Low Income Groups, Marital Status, Mexican Americans, Mothers, Occupations, Place of Residence, *Population Trends, Residential Patterns, Socioeconomic Status, *Spanish Speaking, Unemployment, Work Experience, Working Parents, Working Women

The report presents data on selected social, economic, and demographic characteristics of women of Spanish origin in the United States. Derived from the population reports of the U.S. Census Bureau and the March 1973 Manpower Report of the President, the statistical data pertain to age, residence, marital status, heads of families and households, children in families and households headed by women, educational attainment, school enrollment, employment and unemployment, occupations of employed women, work experience of married women and women heads of families, working mothers, income of persons, family income, and low-income level. In March 1974, there were 5.5 million women of Spanish origin in the United States. Of these, 58% were of Mexican origin, 15.1% of Puerto Rican origin, 6.6% of Cuban origin, 6.6% of Central and South American origin, and 13.7% of other Spanish origin. More than half of these women were between the ages of 18 and 64 years. Mexican women had the lowest median age (19.7 years); women of Cuban, Central or South American, and Spanish origin other than Mexican or Puerto Rican had the highest (24.3 years). Median age of Puerto Rican women was 20.4 years. Married women (husband present) accounted for 56% of the 3.6 million Spanish-origin women 14 years of age and over. Of the remaining women, 27% were single, 7% were married (husband absent), 6% were widowed, and 4% were divorced. About 51% of families headed by women had incomes below the low-income level in 1973. (NQ)

WE 003 850

Nieto, Consuelo
Chicana Identity: Interaction of Culture and Sex Roles.
Pub Date—Sep 76
Note—35p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAPR78; ED 147 078
Descriptors—Bibliographies, Changing Attitudes, Characterization, Cultural Factors, Ethnic Status, *Females, *Feminism, *Identification (Psychological), Literature Reviews, *Mexican Americans, Racism, Research Needs, Role Perception, Self Actualization, *Sex Role, Social History, Sociocultural Patterns
Identifiers—*Chicanas

Presenting Chicanas as they are written and spoken of by certain people from within their culture, this paper aimed (1) to acquaint Chicanos and non-Chicanos with a history of struggles for equality and recognition for women within the Mexican/Chicano communities and where those struggles are manifested in today's Chicanas; (2) to direct those who have responsible roles in this nation's schooling systems to "informed sources of knowledge and interpretation" about the Chicana; and (3) to suggest, explicitly and implicitly, areas for further research on the subject of la Chicana. The paper presented a broad survey of historical and sociological factors central to many Chicanas active in the struggle for equal rights. Material for the survey was derived from both the Mexican/Chicano culture's literature on the woman and from interviews conducted with five selected women who identify themselves as Chicanas. The interviews were conducted with five urban Chicanas, ranging in age between early 20's and early 40's: a married, high school graduate, office manager; a single college student; a divorced, high school graduate, employment interviewer; a single teacher with an M.A. degree; and a single, PhD candidate, counselor. The Chicanas were asked about their use and definition of the term Chicana, the tie-in between the Chicano movement and Chicanas, institutions they felt socialized the Chicana into traditional roles, the connection between the overall Women's Movement and the Chicana Movement, and their relationships with Chicanos. (NQ)

WE 003 851

Crowley, Michael F.
Women and Minorities in Science and Engineering.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.—NSF-77-304
Pub Date—Jan 77
Note—56p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00307-1, $0.75)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEAPR78; ED 147 098
Descriptors—Employment Level, Employment Practices, *Engineers, Higher Education, Minority Groups, Sciences, *Scientific Personnel, *Working Women
Identifiers—*Nontraditional Career Choice

This analytical report was developed from existing statistical data to illuminate the role of women and minorities in science and engineering. Two issues are addressed: whether there is a problem related to the employment of women in these fields, and whether women and minorities are underutilized in these fields. Sections of the first part of the report discuss the size of the science and engineering population and the amount of participation, employment data, unemployment rates, salaries, and conclusions. The second section discusses utilization in terms of abilities, science majors, transition from school to work, trends, and conclusions. Future prospects are also discussed briefly. (MS)

WE 003 852

Hesselbart, Susan
Dimensions of Public Opinion Support for Occupational Sex-Segregation.
Pub Date—77
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 147 221
Descriptors—Economic Factors, Females, Males, *Occupational Aspiration, *Public Opinion, Reverse Discrimination, Social Science Research, *Working Women
Identifiers—*Occupational Stereotypes, *Sex Role Stereotypes

Public support for identifying certain occupations as more suitable for men, and others as more suitable for women, is analyzed, on the basis of interviews with a sample of 112 men and 133 women during 1976 in Tallahassee, Florida. The study focussed on the relationship of this occupational sex segregation to (1) economic competition between men and women, and (2) general ideology about the roles men and women should have in society. For both men and women, it was found that support for occupational sex segregation is strongly and positively related to support for different roles for men and women in society in general, while there is only a weak relationship between support for occupational sex segregation and feelings about economic competition between men and women. The strongest support for occupational sex segregation was found among black women and women with lower socioeconomic status. (Author/IM)

WE 003 853

O'Connor, Karen
The Use of the Courts by Women's Groups to Obtain Rights.
Pub Date—Sep 77
Note—33p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAPR78; ED 147 234
Descriptors—*Change Strategies, *Civil Rights, Court Cases, *Feminism, Minority Groups, Organizational Effectiveness, Organizations (Groups), Sex Discrimination, *Supreme Court Litigation, United States History, Voting Rights
Identifiers—American Civil Liberties Union Womens Rights Proj, National Consumers League, National Organization for Women, National Womens Suffrage Association

This study examines how women's groups have made use of litigation strategy to gain favorable policy decisions from the U.S. Supreme Court. The litigation strategies associated with four groups are discussed in the major portion of the report. These groups are: (1) the National Women's Suffrage Association (NWSA), active from 1869 to 1875; (2) the National Consumer's League (NCL), active from 1907 to 1936; (3) and the two contemporary groups which have been the primary authors of litigation since 1966, the National Organization for Women (NOW), and the American Civil Liberties Union Women's Rights Project (WRP). Conclusions indicate that most women's groups begin their activity by pursuing legislation to secure a substantive right for women. However, women's efforts do not end when legislation goes into effect; nonimplementation may occur unless the legislation is defended. Further, foundation support appears to be critical in aiding group success; limited funds have caused women's groups to limit activities. A chart outlining cases brought before the supreme court is included in the appendix. (KC)

WE 003 854

Vanek, Joann
The New Family Equality: Myth or Reality?
Pub Date—8 Sep 77
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 147 236
Descriptors—Changing Attitudes, Child Rearing, Day Care Services, Economic Factors, Employer Attitudes, *Employment Patterns, *Family Relationship, Family Role, Females, Income, *Life Style, Literature Reviews, Males, Part Time Jobs, *Role Perception, *Sex Role, Sex Stereotypes, *Social Attitudes, Social Values, Sociocultural Patterns, Trend Analysis, Work Attitudes, Working Women
Identifiers—Division of Labor

The paper analyzes the work roles of husbands and wives in the 1970s and suggests policies to implement sex equality in the workplace and at home. Data reviewed in the paper support the structural-cultural view that work behavior both inside and outside the home is shaped by deeply embedded cultural and structural forces. In 1975, 41% of families in a national survey reported that both spouses were working. Wives' contributions to the economic welfare of families was significant: in 1975, the median proportion of income contributed by the wife was 26%. However, the types of jobs held by most women were sex-linked, requiring sociability, nurturance, or other "female" characteristics. In terms of dividing housework, data show that although husbands do a substantial amount of work in the home, tasks are still divided along traditional lines. Even when fully employed, wives bear home and family care responsibilities. Women's attitudes toward family and work roles seem to be less traditional as their educational and employment experience increase. Social policy goals to achieve sex equality must include restructuring the labor force, transforming part-time work to more meaningful employment, compensating for work at home, and increasing child support and day care programs. (Author/AV)

WE 003 855

Knoche, Claire Fulenwider
Political Ramifications of Feminism: A Quantitative Analysis of Participation and Alienation.
Pub Date—Sep 77
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 147 244
Descriptors—Activism, Behavioral Science Research, Comparative Statistics, *Females, *Feminism, Income, *Political Attitudes, Political Socialization, Sex Role, Social Change, Social Status, Values, Voting
Identifiers—*Political Participation

The analysis of 1972 data on political participation levels of 629 women investigates the impact of feminism on the political attitudes and behavior of its supporters, and the direction of that impact. Feminism is interpreted as a social movement which combines a focus upon individual change with political and systemic change. Major hypotheses were that feminists would: (1) express low political trust; (2) have a higher level of life satisfaction than non-feminists; (3) be more politically efficacious than non-feminists. A three-part political participation index was constructed to statistically analyze voter turnout, traditional political participation, and community organizational activity. Variables investigated include life satisfaction, political trust, political efficacy, protest approval, perception of government responsiveness, employment and marital status, and age. Findings indicated statistically significant differences between feminists and non-feminists with all variables except political trust-which does, however, decrease in feminists as political participation increases. Most strikingly, the socioeconomic profile of feminists indicates higher educational attainment, income, social class, and employment status. The conclusion is that the impact of feminism is not a random one, and that the feminist movement encourages political participation. (Author/DB)

WE 003 856

Pemberton, S. Macpherson
Research Reports on Affirmative Action Programs in Colleges and Universities: An Annotated Bibliography.
Office of Education (DHEW), Washington, D.C.
Pub Date—6 Jun 77
Note—16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 147 247
Descriptors—*Affirmative Action, *Annotated Bibliographies, Disadvantaged Groups, Educational Discrimination, Educational Legislation, Educational Problems, Equal Education, *Higher Education, Racial Balance, Racism, Sex Discrimination, Sociology

This bibliography provides narrative summaries of 31 articles and books dealing with affirmative action in higher education that appeared between 1972 and 1977. The bibliography is aimed at students of the social sciences, educators, and administrators of institutions of higher education. The research reported on deals with the analysis of affirmative action programs for faculty and/or students in college and university settings. Articles dealing with ethnic representation and with sexual balance in higher education are cited. (DRS)

WE 003 857

Women and Work in U. S. History: An Annotated Selected Bibliography.
Business and Professional Women's Foundation, Washington, D.C.
Pub Date—76
Note—32p.
Available from—Sales/Order, Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, D.C. 20036 ($1.00, paper cover)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAPR78; ED 147 253
Descriptors—*Annotated Bibliographies, Employment Opportunities, Employment Practices, *Employment Trends, *Females, Feminism, Higher Education, Sex Differences, Sex Discrimination, *United States History, *Working Women

One-hundred five citations are presented in this selected annotated bibliography about the interchange between American women and the American economy. Readings were selected to dispute the presumptions that women's natural place is in the home and that women were not integral parts of the growth of America and its history. Instead, research shows that women were and are still an integral part of the employment scene. The materials cited in the bibliography are arranged into four categories. The first category cites research in the methods and theory of women's history and theoretical frameworks developed about women's work experience. The next two sections, Earlier Scholarship and Contemporary Scholarship, contain general works with pertinent sections and studies dealing specifically with aspects of women's work, including the exploration of the sexual division of labor, labor shortages, and women's role in labor unionization. Included in the citations are the experiences of Jewish, Black, American Indian, and immigrant women. The final section contains guides to further resources. Although a few of the books were written in the 1910s or 1930s, most were publshed in the 1970s. Arranged alphabetically by author, the citations contain complete bibliographic information, including author, title, place of publication, date, and a short annotation. An author index completes the document. (Author/JR)

WE 003 858

Wolfe, Mary Ann
The Future of Working Women in the United States.
Women's Bureau (DOL), Washington, D.C.
Pub Date—3 Sep 77
Note—5p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 147 256
Descriptors—Changing Attitudes, *Employment Patterns, Employment Trends, Females, *Futures (of Society), Labor Force, *Social Change, *Working Women

In light of changing statistics about women in the labor force since 1960, the author discusses possible trends related to working women in the future. In 1962 the labor force participation rate of all U. S. women was 36% and of mothers, 34%. By 1975 these rates increased to 43% and 47% respectively. Unfortunately, women still seem to be taking low-paid jobs in traditionally female-oriented fields. The author hopes that future trends will show a much wider distribution of working women throughout the labor force. This will involve making fundamental changes in the way counselors, parents, and employers regard career possibilities for young women. Also, women who do work at home should be recognized for their economic contribution to the family's income, including a guaranteed fair share of Social Security and other benefits which normally come only with the husband's pay check. In addition, there should be more creative day care arrangements; training and certification for household workers; training and counseling for women criminal offenders; and work opportunities with support systems for welfare mothers. (AV)

WE 003 859

Baum, Michael And Others
Sex and Grade Level of Student as Context Variables in Elementary School Teaching. Report No. 76-12.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Contract—NIE-C-74-0089; OEC-6-10-108
Pub Date—Dec 76
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 147 260
Descriptors—Age Differences, Elementary School Teachers, Interaction Process Analysis, Sex Differences, *Student Characteristics, *Student Teacher Relationship, *Teacher Response

Low-inference classroom observational data were collected on 362 children in four elementary schools (grades two to five) who had been consistentlV ranked by two successive teachers over a two-year period. Teachers ranked students on one or more of thirteen bipolar scales assessing personality characteristics and teacher expectations. Two-way analyses of variance were employed using grade and sex as classifying variables. Results indicated that although teachers generally responded similarly to both sexes, subtle differences emerged in terms of differential patterns of teacher-student interaction, especially in response opportunity styles, private work contracts, differential acceptance of child-initiated, nonacademic requests, and both the teachers' and the students' affective responses to the dyadic interactions. Differences among grades indicated a shift from a private to a public focus, with more interactions being work centered. These differences were discussed in terms of maturation and increased socialization of the students to teacher expectations. (Author)

WE 003 860

National Report on College–Bound Seniors, 1975–76.
College Entrance Examination Board, New York, N.Y.
Pub Date—76
Note—22p.; For related documents, see ED 099 731, 124 847, and 147 362-365
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 147 364
Descriptors—College Admission, College Bound Students, *College Entrance Examinations, Educational Trends, High School Students, National Surveys, Secondary Education, Senior High Schools, Seniors, Sex Differences, *Student Characteristics, Student Financial Aid, Tables (Data), Test Interpretation, *Test Results
Identifiers—College Entrance Exam Board Achievement Tests, Scholastic Aptitude Test, Test Score Decline

Comprehensive records of all 1975-76 high school seniors who registered for the College Entrance Examination Board's Admissions Testing Program (ATP) before April of their senior year are examined in this national ATP summary report. Highlights include the fact that the verbal average of the Scholastic Aptitude Test (SAT) dropped three points from 434 in 1975 to 431 in 1976, while the mathematics average remained the same as the previous year, at 472. Also, 1976 seniors earned more scores of 600 or above for both the verbal and mathematics sections of the SAT; and the number of women taking the SAT exceeded that of men for the second consecutive year. Descriptive information indicates that 15 percent of the students belonged to an ethnic minority. Three-fourths of the students were in the highest two-fifths of their high school class, with their most recent grades averaging 3.12 or B. Nearly a quarter of the women intended to major in health-related fields, and 13 percent in education; while 16 percent of the men intended to major in engineering, and 14 percent in business. Differences between males' and females' survey results, as well as financial support and extracurricular activities, are briefly discussed. (MV)

WE 003 861

National Report on College–Bound Seniors, 1977.
College Entrance Examination Board, New York, N.Y.
Pub Date—77
Note—21p.; For related documents, see ED 099 731, 124 847, and 147 362-364
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 147 365
Descriptors—College Admission, College Bound Students, *College Entrance Examinations, Educational Trends, High School Students, National Surveys, Secondary Education, Senior High Schools, Seniors, Sex Differences, *Student Characteristics, Student Financial Aid, Tables (Data), Test Interpretation, *Test Results
Identifiers—College Entrance Exam Board Achievement Tests, Scholastic Aptitude Test, Test Score Decline

Comprehensive records of all 1977 high school seniors who registered for the College Entrance Examination Board's Admissions Testing Program (ATP) before March of their senior year are analyzed in this national ATP summary report. Highlights include the fact that the average Scholastic Aptitude Test (SAT) scores of the 1977 seniors dropped 2 points in the verbal section from 431 to 429; and that the mathematics scores also declined, from 472 to 470. Average scores on all achievement tests declined from 538 in 1976 to 533 in 1977; some of this decline may be attributed to the English Composition Test scores, which dropped from 532 to 516. The number of women taking the SAT exceeded the number of men for the third consecutive year. Sixteen percent of those taking the SAT belonged to an ethnic minority; this percentage has increased for the second consecutive year. Three-fourths of the students were in the highest two-fifths of their high school class; their latest grade point average was 3.11, down from 3.12 in 1976. Health and medical-related fields still ranked first among intended areas of study for women; engineering remained the most popular choice for men. Parental income was found to have increased at a rate nearing that of inflation. (Author/MV)

WE 003 862

Ekstrom, Ruth B.   Lockheed, Marlaine E.
Evaluation of the Academically Creditable Competencies Acquired by Women from Domestic and Volunteer Work. Final Report.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Grant—OEG-0-74-7524
Pub Date—30 Jan 76
Note—138p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Data Base ID—RIEAPR78; ED 147 371
Descriptors—Adults, *Business Skills, Check Lists, *College Credits, College Programs, *Evaluation Methods, Females, Guides, Higher Education, *Homemaking Skills, Home Management, Housewives, *Job Analysis, Learning Experience, Post Secondary Education, Program Descriptions, Skills, Taxonomy, Voluntary Agencies, Volunteers, Volunteer Training, Work Experience
Identifiers—*Performance Based Certification, *Reentry Students

Materials to facilitate the evaluation of the competencies women acquire from domestic and volunteer work were developed, so that academic credit might be awarded for these skills, and so that women's entry or re-entry into post secondary education might be enhanced. The project staff reviewed the literature, contacted volunteers and volunteer agencies, developed a taxonomy of skill areas, located existing assessment materials, contacted colleges, developed assessment materials, and conducted informal evaluations of the materials. These activities are briefly described. A number of skill lists developed for assessing volunteer and domestic competencies are appended. These competencies include: volunteer administration and management, public relations and communications, youth group leadership, management of home finances, and child care. Each of these "I Can" lists defines the competency area, and lists 20 to 50 different associated skills. The lists are not intended to document completely the individual's acquired skills, but rather to stimulate each woman to identify and describe her own skills. Descriptions of college programs awarding credit for experiential learning and bibliographical references are also appended. (Author/MV)

WE 003 863

Wilke, Beth Voorhees   Beers, C. David
Implementing Project Awareness: A Multi–State Training Program Addressing Sex Discrimination Issues in Education.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Contract—OEG-0-75-00202
Pub Date—77
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAPR78; ED 147 393
Descriptors—Change Agents, *Changing Attitudes, Instructional Materials, Program Effectiveness, *Program Evaluation, Questionnaires, *Sex Discrimination, Sex Stereotypes, Surveys
Identifiers—Alaska, California, *Elementary Secondary Education Act Title V, Idaho, Montana, Nevada, Oregon, *Project Awareness, Sex Bias, Washington

This report is a synopsis of the formal evaluation of Project Awareness, cooperatively conducted by seven Western states and designed to help educators recognize and work effectively to eliminate sex bias in education. A major component of the project, for educators and citizens, was the development of a training program designed to increase awareness of the extent of and consequences of sex bias in education. Part of the program's purpose was to suggest techniques and change strategies for the development of educational activities to promote equal educational opportunities. Each of the seven participating states developed their own implementation and dissemination plan for using the training materials developed for the project. The data collection for evaluation of the project emphasized three components: (1) a written survey questionnaire, (2) an individual interview to explain and annotate the survey responses, and (3) a group seminar to discuss the major lessons learned about implementation. The survey questionnaires and the interviews provided basic descriptive data about the ways the project materials were used and some summary judgements about their effectiveness. The most important aim of the evaluation was to document the perceptions of the implementation process held by those who had first hand experience with managing the program. This synopsis includes the highlights of the final evaluation, as well as an overview of the evaluation methods used and an edited transcript of a seminar on the lessons learned about the process of the program's implementation. The basic theme that runs through the findings is that the most important elements of this program were human qualities such as commitment and patience. (Author/AM)

WE 003 864

Wolf, Wendy C.   Fligstein, Neil D.
Sexual Stratification: Differences in Power in the Work Setting. Discussion Papers #429–77.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date—77
Note—38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAPR78; ED 147 438
Descriptors—Employment Patterns, *Individual Power, Labor Force, Sex Differences, Social Stratification
Identifiers—*Occupational Status

The central concern of this paper is to illustrate how certain dimensions of jobs are helpful in determining whether individuals have comparable positions in the work setting. First, the notion of power in the work setting and its relevance to stratification research are discussed. How this conceptualization helps in the understanding of sex differences in job positions is then sketched. Finally, the usefulness of these concepts in clarifying the similarities and differences of positions of men and women in the work setting are demonstrated empirically. The two aspects of power on the job considered are authority and autonomy. The empirical analysis tests whether men and women have differing amounts of authority and autonomy holding constant other relevant variables. These variables include occupational status, education, and self employment. The analysis indicates that sex has a main effect on occupational status level, holding constant the main effects of other variables. It was demonstrated that women are less likely to be in supervisory positions than men. (Author/AM)

WE 003 865

Katz, Martin R.   And Others
The Cross–Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Revised.
National Advisory Council for Career Education, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 77

Note—364p.; For related documents, see ED 147 497-499 and 147 555

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01782-2)

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Data Base ID—RIEMAY78; ED 147 490

Descriptors—Adults, *Age Differences, Career Awareness, *Career Education, Career Planning, Cross Sectional Studies, Decision Making, *Educational Objectives, Grade 4, Grade 8, Grade 12, Individual Characteristics, Job Skills, National Surveys, Needs Assessment, Program Development, Skill Development, Student Needs, *Vocational Development, Vocational Education, *Work Attitudes

Identifiers—National Assessment of Educational Progress

One in a series of five publications reporting the results of a national career development needs study of four different age levels, this document presents a cross-sectional study of the data collected from samples of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35). An overview describing the assessment procedures, objectives, survey, subpopulations included, summary of the results, and possible uses of the career development needs series precedes a cross-sectional analysis of the data based on the following five objectives: prepare for making career decisions, improve career and occupational capabilities, possess skills that are generally useful in the world of work, practice effective work habits, and have positive attitudes toward work. Statistical tables are also included. (BM)

WE 003 866

Aubrey, Roger F.

Career Development Needs of Thirteen-Year Olds: How to Improve Career Development Programs.

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Note—157p.; For related documents, see ED 147 490, 147 497-499, and 147 555

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01790-3)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Data Base ID—RIEMAY78; ED 147 498

Descriptors—Advisory Committees, Age Groups, Career Awareness, Career Education, Career Planning, Decision Making, *Educational Objectives, Grade 8, Job Skills, Junior High Schools, National Surveys, Needs Assessment, Program Development, Program Improvement, Secondary Education, Skill Development, *Student Needs, *Test Results, *Vocational Development, Vocational Education, Work Attitudes

Identifiers—National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of thirteen-year-olds is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of thirteen-year-olds. The results are summarized and program implications are suggested under five broad objectives: prepare for making career decisions; improve career and occupational capabilities; possess skills that are generally useful in the world of work; practice effective work habits; and have positive attitudes toward work. Also organized by these five objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM)

WE 003 867

Westbrook, Bert W.

Career Development Needs of Adults: How to Improve Career Development Programs.

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 77

Note—72p.; For related documents, see ED 147 490, 147 497-498, and 147 555

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01787-3)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Data Base ID—RIEMAY78; ED 147 499

Descriptors—*Adults, Age Groups, Career Planning, Decision Making, Educational Needs, *Educational Objectives, Job Skills, National Surveys, Needs Assessment, Program Development, Program Improvement, Skill Development, *Test Results, *Vocational Development, Vocational Education, Young Adults

Identifiers—National Assessment of Educational Progress

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of adults (ages 26-35) is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of adults. The results are summarized and program implications are suggested under three broad objectives: prepare for making career decisions; improve career and occupational capabilities; and possess skills that are generally useful in the world of work. Also organized by these three objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM)

WE 003 868

Eversole, Jill A.

Relationship between Sex Role Attitudes of Pennsylvania Vocational Educators and Their Stated Beliefs about Their Own Sex Role Orientation.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Nov 77

Note—93p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Data Base ID—RIEMAY78; ED 147 515

Descriptors—Behavior Change, Behavior Patterns, *Changing Attitudes, Discriminatory Attitudes (Social), Family Influence, Females, Individual Differences, Males, Sex Differences, Social Influences, Social Science Research, *Teacher Attitudes, Vocational Education, *Vocational Education Teachers

Identifiers—Pennsylvania, *Sex Role Attitudes

A study investigating differences between male and female sex role orientation and attitudes to changing sex roles tested two null hypotheses: (1) There will be no statistically significant difference between sex role orientation and sex role attitudes; and (2) regardless of sex role orientation, there will be no statistically significant difference between men's and women's sex role attitudes. Seven hundred thirty-nine vocational educators were contacted; 431 (58.32%) returned usable questionnaires. A subsample was selected and divided into a synergistic group (n=114) and a sex-typed group (n=110). Findings were that hypothesis 1 was partially rejected, as the two groups differed in their attitudes toward extrafamilial roles and male/female nature and behaviors. Hypothesis 2 was rejected as data clearly indicated that women, regardless of sex role orientation level, were significantly more nontraditional in their sex role attitudes. Conclusions were that efforts on the part of women who hold nontraditional attitudes might be a key factor in eliminating sex stereotyping in vocation education, but regardless of sex, sex role orientation is a predictor of behavior and what is needed is a group to initiate change in that area. Samples of questionnaires and inventories used in the study, along with tables of score correlations, are appended. (BL)

WE 003 869

Mott, Frank L. And Others

Years for Decision: A Longitudinal Study of the Educational, Labor Market and Family Experiences of Young Women, 1968 to 1973. Volume Four.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Nov 77

Note—366p.; For related documents, see ED 049 376, 076 812, and 094 135; also cited in PAIS, 780148562

Available from—The Ohio State University, College of Administrative Science, Center for Human Resource Research, 1375 Perry Street, Suite 585, Columbus, Ohio 43210 ($0.80)

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Data Base ID—RIEMAY78; ED 147 540

Descriptors—Academic Aspiration, Adolescents, Career Choice, Career Planning, College Attendance, Demography, Divorce, *Educational Experience, *Employment Experience, Employment Opportunities, Employment Patterns, Employment Problems, *Family Influence, Females, Income, *Life Style, Longitudinal Studies, Mothers, National Surveys, Occupational Aspiration, Occupational Mobility, Sex Differences, Statistical Studies, Wages, *Working Women, Young Adults

Utilizing the National Longitudinal Surveys of 5,159 young women aged fourteen to twenty-four from 1968 to 1973, the study reports on the educational, labor market, and family experiences of young women. The content is in seven chapters. Chapter 1 describes the data base and presents an overview of changes in the women's life patterns over the study period. Chapter 2 examines college attendance and the factors associated with desires and expectations for higher education and the quality of the institution a woman attends. Chapter 3 studies the labor force dynamics associated with withdrawal from and reentry into the labor force when a woman bears her first child. Chapter 4 explores the characteristics of young women that are associated with the choice of an atypical occupation. Chapter 5 examines determinents of average hourly earnings of young women with focus on the impact of training and on differences in wage structures by sex. Chapter 6 analyzes causes and consequences of migration for the economic welfare of young women and their families. Chapter 7 examines some of the determinants of marital disruption and its economic consequences. (Eighty-eight tables and thirteen figures are included. The 1968 and 1973 survey forms are appended.) (EM)

WE 003 870

Expanding Adolescent Role Expectations. Information, Activities, Resources for Vocational Educators.

Cornell Univ., Ithaca, N.Y. Dept. of Community Service Education.

Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.; Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—151p.

Available from—Media Services Printing, New York State College of Human Ecology, B-10 Martha Van Rensselaer Hall, Cornell University, Ithaca, New York 14853

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Data Base ID—RIEMAY78; ED 147 544

Descriptors—Audiovisual Aids, Changing Attitudes, Class Activities, Family Role, Federal Legislation, *Learning Activities, Resource Guides, *Resource Materials, *Role Perception, Secondary Education, Sex Differences, *Sex Fairness, Social Attitudes, Student Attitudes, Teacher Attitudes, *Vocational Education, Vocational Education Teachers

Identifiers—*Sex Role Stereotypes

Developed for vocational educators as a self-study guide or as a basis for inservice workshops, this source book presents information on sex fair education. Each of the six sections contains fact sheets and references, and some contain checklists, guidelines or rating sheets, and highlighted questions and activities which may be used for individual or group activities. Sections are titled as follows: (1) Why Expanded Roles Are Needed (negative effects of stereotyping, the changing labor force, and the changing family); (2) Vocational Education's Challenge (role expectations in relation to title IX and title II legislation); (3) How Stereotyping Affects Teachers and Students; (4) How Vocational Education Materials Can Influence Role Expectations (sexism in language, textbooks, audiovisual materials, vocational information, and tests); (5) Teaching for Expanded Roles (selected classroom activities); and (6) Additional Resources (books, articles, audio-visual materials, and a list of organizations providing information about sex bias). (BL)

WE 003 871

Vetter, Louise And Others

Sugar and Spice Is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Contract—NE-C-00-3-0079

Pub Date—77

Note—72p.

Available from—National Center for Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($4.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAY78; ED 147 560

Descriptors—*Career Choice, Career Education, Discriminatory Attitudes (Social), Educational Change, Educational Responsibility, Elementary Secondary Education, Employment Patterns, Employment Trends, Occupational Guidance, Parent Attitudes, *Parent Role, Resource Materials, Sex Role, *Sex Stereotypes, Social Attitudes, Working Women

How children's career options are limited by sex stereotyping, why it is important that they not be limited, and what parents can do about it are discussed in this handbook. The myths and realities of women in the work force are reviewed in the introduction. The first section, "Take A Look At Women's Work," discusses the pattern of employment that exists for women in America; the third and fourth discuss why women as a group are confined to lower-level occupations and how the differential treatment of children on the basis of sex teaches boys and girls stereotyped behavior that limits their career choices. The next section describes how counselors, teachers, administrators, and educational materials tend to reinforce the idea that proper behavior for girls differs from that for boys. The remaining sections of the handbook list questions on sex stereotyping for discussion; among them are questions about career planning that can be discussed with children. Questions are included about the operation of schools to guide analysis of the prevalence of sex stereotyping as a school practice. Activities for parents in the home and community are suggested. A bibliography of books, pamphlets, and magazines that include additional information on topics discussed is provided. (TA)

WE 003 872

Weitz, Anna D.

Eradicating Sexism in Vocational Education. Final Report.

Williamsport Area Community Coll., Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date—21 Nov 77

Note—101p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Data Base ID—RIEMAY78; ED 147 564

Descriptors—Community Colleges, *Counseling Services, Discriminatory Attitudes (Social), Educational Improvement, Enrollment, *Equal Opportunities (Jobs), Instructional Materials, Post Secondary Education, Program Evaluation, Research, Staff Improvement, Surveys, *Vocational Education

Identifiers—*Sex Bias, *Sex Role Stereotypes, Williamsport Area Community College PA

A project was conducted to identify the nature and extent of sex role stereotyping in the Williamsport Area Community College. Using examination methods which could be replicated by other institutions, the project documented instances of sex role stereotyping in college procedures and materials which can affect students' career and educational options. The study was guided by the following objectives: conduct an institutional self-assessment to determine to what extent the college contributes to sex stereotyping in counseling and institutional activities; assess counseling, instructional, and career-related materials used by the college to determine the extent that material contributes to sex stereotyping; and conduct inservice seminars for instructional and counseling personnel on various aspects of sexism and ways to reduce or eliminate real or artificial barriers. Project activities included the following: compiled background information on sex stereotyping and bias in vocational education and the labor market; developed, administered, and analyzed results of an attitudinal survey administered to students and faculty on sex stereotyped beliefs; and reviewed each academic division to determine if any program or activity included factors which contribute to sex role stereotyping. (In this report, project recommendations are presented in the areas of recruitment and admissions, special courses and programs, staff and student development, career development and placement, facilities, support for nontraditional students, and administrative procedures) (BM)

WE 003 873

Humphrey, Melvin

Women: The Path to Equal Employment. Research Report No. 56.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—287p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAY78; ED 147 611

Descriptors—Black Employment, Economic Disadvantagement, Employment Level, *Employment Patterns, Employment Projections, Employment Statistics, *Employment Trends, *Equal Opportunities (Jobs), Females, Government Role, Income, National Surveys, Occupational Surveys, Occupations, Racial Discrimination, Salaries, Sex Discrimination, *Working Women

A study of female employment in the private sector between 1966 and 1975 was done (1) to measure the progress of women toward fair-share goals in level of employment, job quality, and salary level and (2) to project when employment gaps will close. The data utilized was reported by those employers who are required to and did file Employer Information Reports with the Equal Employment Opportunity Commission. There were fourteen conclusions, including the following: (1) The continued existence of employment gaps in the observed job categories implies that women workers are still adversely affected by employment discrimination, (2) there was some improvement in the female employment level and a reduction in the overall level of employment gap, (3) women workers were treated differently from white males and were under-utilized in each of the traditionally non-female job categories, (4) the economic impact of employment discrimination increased, (5) the employment gaps for females are not due to any shortages of qualified or qualifiable women, (6) it will be some time in the twenty-first century or longer before all of the employment gaps will close, and (7) the Equal Employment Opportunity Commission has directly impacted on the employment position of women in every job category except officials/-managers and craft workers. (Over half of the report consists of the appendixes including 148 tables.) (EM)

WE 003 874

Burke, Ronald J. Weir, Tamara

Sex Differences in Adolescent Life Stress, Social Support, and Well Being.

Spons Agency—Imperial Oil Co. Ltd., Toronto (Ontario).

Pub Date—[76]

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAY78; ED 147 661

Descriptors—*Adjustment (to Environment), *Adolescence, Behavioral Science Research, Females, Males, Psychological Patterns, Questionnaires, Sex Differences, *Social Relations, *Stress Variables

This study examines sex differences in adolescent perceptions and functioning. Subjects were public school students who voluntarily filled out a questionnaire during class time. The information sought was: (1) whether the sources and reported intensity of stress in the day-to-day lives of male and female adolescents are different; (2) whether male and female adolescents differ in their utilization of social support networks for coping; and (3) whether differences exist between male and female adolescents on well-being criteria. A number of findings are discussed, including the fact that females, while more open and free in expressing problems, operate under more stress and psycho-physical strain than males do. (Author/BP)

WE 003 875

Knaub, Patricia K.

Marriage and Career Role Expectations: A Longitudinal Study.

Pub Date—22 Oct 76

Note—37p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEMAY78; ED 147 670

Descriptors—Adolescents, *Career Planning, Expectation, Family Life, *Females, Life Style, Longitudinal Studies, *Marriage, Questionnaires, *Role Perception, Sex Role, Sociocultural Patterns

The purpose of this paper is two-fold: (1) to assess the extent to which adolescent girls' sex role expectations reflect traditional or egalitarian concepts of marriage and career roles as evidenced in a longitudinal design; and (2) to compare both the adolescents' role projections and their subsequent enactment to the educational attainment and life style of the subjects' mothers. A three-part self-administered questionnaire was administered to two sample populations consisting of (a) 113 twelfth grade girls, designated as being the female population in the upper one-half of their 1967 graduating class; and (b) 80 of the original 113, eight years later. The findings support the contention that familial sex roles are perceived as egalitarian and that a social trend is in progress toward more egalitarian role definitions. The longitudinal data indicated that adolescents who in 1967 projected egalitarian roles were consistent with their pridictions. When the subjects' role projections were compared with the educational level and occupational status of their mothers, a correlation was revealed which suggested that the subjects not only perceived marital and career roles as egalitarian, but also were living egalitarian lives. (Author)

WE 003 876

Disch, Estelle

Troubled Single Women in Early Adulthood: Issues and Strategies.

Pub Date—Apr 77

Note—12p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAY78; ED 147 690

Descriptors—Interpersonal Relationship, *Job Satisfaction, *Personal Adjustment, Personality Problems, Psychotherapy, *Self Concept, Sex Role, Socioeconomic Status, *Working Women

Identifiers—*Single Women

Literature on women's roles suggests that those who don't marry are likely to feel like failures in the realms of relationships, work and independence. The clinic population studied found that 52% of the clientele under age 30 were single women. The research reported was aimed at better understanding this group of help-seeking women, and at developing clinical and societal strategies useful for this group. Help-seeking young single women in the clinic population studied were characterized by high rates of downward mobility (about one-third), and high rates of over-education for the jobs they held at the time of treatment (about one-third). They presented a cluster of troubles focusing around relationships, work and self-image, as well as personality troubles. Many felt like failures in various realms. Clinical and societal strategies are presented for both treating and preventing this cluster of struggles experienced by single women at this time of life. (Author)

WE 003 877

O'Leary, Virginia E.

Androgynous Men: The "Best of Both Worlds?"

Pub Date—Aug 77

Note—17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAY78; ED 147 702

Descriptors—*Androgyny, Behavior Patterns, College Students, *Expectation, Role Perception, Sex Differences, *Social Attitudes

Identifiers—*Sex Role Stereotypes

This study assesses college students' reactions to both men and women who were portrayed as behaving in a manner either congruent or incongruent with sex-role stereotypically based social expectations (e.g., either crying or evincing anger in response to either the death of a spouse or severe job criticism). The subjects were 94 women and 107 men, randomly assigned to one of eight situation/-sex of performer/behavior conditions. The overall results of the study provide further support for the contention that men who deviate from the stereotypically masculine role do not risk devaluation. However, the results suggest that "cross sex" behavior in women is viewed less tolerantly than in men, and imply that men appear to have a potentially wider latitude of sex-role appropriate behavior than women. The author points out that these results were obtained in a social psychology laboratory and may not be replicable in the field. (PFS)

WE 003 878

Powell, Gary N. Butterfield, D. Anthony

The "Good Manager": Masculine or Androgynous?

Spons Agency—Connecticut Univ., Storrs.

Pub Date—31 Jul 77

Note—14p.; For a related document, see ED 147 707; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAY78; ED 147 706

Descriptors—*Administrative Personnel, *Administrator Characteristics, *Androgyny, Behavior Patterns, *Role Perception, Sex Differences

Identifiers—*Sex Role Stereotypes

This study investigates whether there has been a shift away from the sex-typing of the managerial profession as masculine toward an androgynous ideal. One hundred ten graduate students with jobs in the business community and 575 undergraduate business students completed the Bem Sex-Role Inventory containing "masculine"–aggressive, makes decisions easily–and "feminine"–yielding, sensitive to the needs of others–characteristics for both themselves and a "good manager." Results did not indicate the expected shift. Instead, individuals of both sexes and levels of education and experience overwhelmingly preferred a masculine manager. Undergraduate women were most feminine and thereby saw effective managers as most unlike themselves, which may lead them to hold back in pursuing management as a career or to adapting themselves to masculine standards. According to respondents' views of good managers in general, women managers would be well advised to display traits and behavior typically associated with men. (Author)

WE 003 879

Powell, Gary N. Butterfield, R. Anthony

Sex and Sex-Role Identification: An Important Distinction for Organizational Research.

Spons Agency—Connecticut Univ., Storrs.

Pub Date—26 Aug 77

Note—20p.; For a related document, see ED 147 706; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAY78; ED 147 707

Descriptors—*Administrative Personnel, Behavior Patterns, Identification (Psychological), *Organizational Climate, *Role Perception, Sex Differences

Identifiers—*Sex Identity, *Sex Role Stereotypes

Studies which have investigated males' and females' attitudes and behavior in organizations have yielded apparently contradictory results. In some studies, individuals have followed traditional sex-role stereotypes; in others, they have not. A proposed explanation for these inconsistencies is that sex-role identification is a more important variable than sex. Individuals who adhere to the stereotypes may be highly sex-typed (masculine or feminine), and those who do not may be less sex-typed (androgynous or undifferentiated) in sex-role identification. One hundred-ten graduate students with jobs in the business community and 575 undergraduate business students completed the Bem Sex-Role Inventory containing "masculine"–self-reliant, competitive–and "feminine"–sympathetic, shy–characteristics for both themselves and a "good manager." As expected, individuals' sex-role identifications significantly affected their perceptions of traits desirable for management personnel, while sex had virtually no effect. The study concludes that sex-role identification is a variable deserving of further attention, particularly when sex-related differences are examined. Also, graduate women revealed more masculine traits than feminine in their self-descriptions, suggesting that a masculine standard for management may nullify the femininity of women in or aspiring to management positions. (Author)

WE 003 880

Kearney, Maureen J. Kearney, James F.

Multidimensionality of Locus of Control in Females.

Pub Date—Jan 77

Note—12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAY78; ED 147 713

Descriptors—Attribution Theory, College Students, *Females, *Individual Power, Interpersonal Relationship, *Locus of Control, Personality Assessment, Psychological Characteristics, *Self Concept

The Internal-External (I-E) Locus of Control scale (Rotter, 1966) was administered to 185 male and 185 female university students. The resulting scores were factored, producing two factors for males and four for females. The male factors were the generally-accepted "luck" and "powerful others"; for women, however, the "powerful others" dimension appeared to separate into three concepts: (1) a woman's perception of her ability to gain influence over others (i.e., to become a "powerful other"); and (3) her reaction to judgments of her performance by authority figures. The implications of these results are discussed. (Author)

WE 003 881

Friedlander, Jack

Are Same-Sex Norms Inadequate in Vocational Interest Inventory Measures?

Pub Date—Aug 77

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEMAY78; ED 147 714

Descriptors—Attitudes, Blacks, College Freshmen, Females, *Group Norms, *Interest Tests, Norm Referenced Tests, Occupational Aspiration, *Racial Differences, Self Concept, *Sex Differences, *Test Validity, Vocational Interests

The purpose of this study was to determine whether characteristics, attitudes, and self-ratings of males and females as distinct categories showed greater differences than those of two other distinct categories–blacks and whites. A representative national sample of college freshmen with career aspirations in three different areas was divided into four groups on the basis of their race and sex. The results of three discriminant analyses performed separately for students in each occupational category revealed that race was a more important determinant of group difference than was sex. The findings suggest that if norms are to be used, then other criteria such as race, socioeconomic status, and age should also be considered as potential moderator variables in the development of same-sex norms. (Author)

WE 003 882

Stewart, William J.
Sex Differences and the School.
Pub Date—77
Note—20p.
Available from—Dr. William Stewart, 7 Pine Tree Drive, Delmar, New York, 12054 ($1.50 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAY78; ED 147 717
Descriptors—Academic Achievement, *Cognitive Style, Educational Planning, Elementary Secondary Education, *Learning Characteristics, School Environment, *Sex Differences, State of the Art Reviews, Student Needs, *Teaching Styles

Sex Differences in the School discusses why teaching and learning must often be sex-differentiated. Both biological and cultural factors contribute to sex differences, and these differences help to characterize the preferences of girls and boys for different kinds of learning. Also, conclusive research findings document that girls and boys experience more success and satisfaction with learning tasks which are selected with appropriate reference to sex differences. In fact, some of the underachievement and learning inefficiency, which is evident in the school, can be attributed to the failure to take sex differences into consideration. Therefore, it is essential that the school make provision, whenever it is necessary, for the differences between girls and boys. (Author)

WE 003 883

Long, Barbara H.
Acceleration in Science for Achieving High School Women. Project RISE. Final Report.
Spons Agency—National Science Foundation, Washington, D.C.
Grant—GY-11547
Pub Date—[73]
Note—64p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEMAY78; ED 147 723
Descriptors—*Academically Gifted, *Accelerated Courses, Females, High Achievers, High School Students, Motivation, Research Projects, *Science Education, Womens Education
Identifiers—Project RISE

This study demonstrates that a population of high-achieving young women with sufficient motivation and ability for acceleration in science may be readily identified and that acceleration in science is practical for such a group. To test the effects of participation in a research-oriented multi-disciplinary college course (Research Introduction to Science) by high-achieving female high school juniors, 324 students selected on the basis of grades and achievement test scores were administered the Strong Vocational Interest Blank for Women and the Careers Attitudes and Plans Survey. They were also offered the possibility of taking a free multidisciplinary college course. The 137 students definitely interested in taking the course were randomly divided into two groups: experimental (enrolled in the course) and control (not enrolled). They differed significantly from the 187 not interested on 32 of the 69 variables. Fifty-eight students (85%) successfully completed the course, and their grades and ratings of enjoyment of the course correlated significantly with 42 pre and post measures. Those sufficiently motivated for the course were significantly higher on "science" factor scores and more interested in careers in general than these not motivated. (Author)

WE 003 884

Harren, Vincent A.   Kass, Richard A.
The Measurement and Correlates of Career Decision Making.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Aug 77
Note—30p.
Available from—Vincent A. Harren, Dept. of Psychology, Southern Illinois University, Carbondale, Illinois, 62901
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAY78; ED 147 733
Descriptors—*Career Choice, Cognitive Style, *Decision Making, Individual Psychology, Personality, Problem Solving, Sex Differences, *Tests, Undergraduate Students, Vocational Development
Identifiers—Sex Role Attitudes

This paper presents a theoretical framework for understanding career decision making (CDM); introduces an instrument, Assessment of Career Decision Making (ACDM) to measure CDM with college students; and presents correlational data on sex role and cognitive style factors hypothesized to influence CDM. The ACDM, designed to measure the Tiedeman and O'Hara model of CDM, contains the following scales: (1) Decison Making Style; (2) Decision Making Task-College (DMT-C); (3) Decision Making Task-Major (DMT-M); and (4) Decision Making Task-Occupation (DMT-O). Subjects were undergraduate students. Instrumentation utilized included the ACDM and various attitude and cognitive measures. An analysis of variance was performed. Results indicate the following: (1) DMT-M and DMT-O correlate highly while DMT-C correlates less; (2) the influence of academic class and decisional status are significant, while the magnitude of effect of each is different; (3) correlations between sex, sex role attitudes and cognitive styles, and DMT scales are low. These results support the Tiedeman and O'Hara model, and suggest that the ACDM is an effective measure of this model. This study implies that: differential counseling by sex is contraindicated in CDM; no direct relationshp exists between sex role attitudes and CDM; and ACDM is a useful counseling aid. (Author/JLL)

WE 003 885

Options in Education: Program No. 88. Sex and Sexism in Education, Part II. Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio.
National Public Radio, Washington, D.C.
Pub Date—22 Aug 77
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAY78; ED 147 742
Descriptors—*Athletic Programs, Childrens Literature, Educational Radio, Elementary Secondary Education, *Equal Opportunities (Jobs), *Females, Interviews, Programing (Broadcast), Public Education, Sex Stereotypes, Textbook Bias
Identifiers—Education Amendments 1972 Title IX, *Sex Bias, *Title IX Education Amendments 1972

This booklet is a transcription of a program from the radio series, "Options in Education." It is part 2 of a two-part series dealing with sexism in education. It deals with sex discrimination in various aspects of public education, including textbooks, teacher promotion, sports programs and children's literature. There is also a discussion of Title IX of the 1972 Federal Education Amendments, which explicitly forbids sex discrimination in education. Interviewees include high school principals, a Board of Education President, textbook company representatives, and the Deputy Director of HEW's office for Civil Rights. A general theme of the program is that curriculum materials are rampant with sexism, and that females have been systematically repressed by sexism just as Blacks have been repressed by racism. (BP)

WE 003 886

Options in Education. Program No. 87. Sex and Sexism in Education: Part 1. Program Transcripts of a Weekly Series Broadcast by Member Stations of National Public Radio.
National Public Radio, Washington, D.C.
Pub Date—15 Aug 77
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAY78; ED 147 743
Descriptors—Educational Radio, *Equal Opportunities (Jobs), *Females, Feminism, *Higher Education, Interviews, Programing (Broadcast), Sex Discrimination, Sex Stereotypes, Womens Studies, Working Women

This booklet is a transcription of a program from the radio series, "Options in Education." It is Part 1 of a two-part series dealing with sexism in education. It deals with the problems of women in higher education, including sex discrimination in administrative jobs, salary inequities, math and other traditionally masculine subjects. A number of female faculty members are interviewed, as well as university administrators and government agency officials. A variety of opinions are aired on a wide range of subjects related to sex discrimination and women's rights. (BP)

WE 003 887

Butterfield, D. Anthony   Powell, Gary N.
Evaluations of Leadership Behavior: Do Sex or Androgyny Matter?
Pub Date—26 Aug 77
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAY78; ED 147 750
Descriptors—*Administrative Personnel, Androgyny, Behavioral Science Research, Evaluation, *Leadership Styles, Self Concept, Supervisors
Identifiers—Sex Bias

This study extends previous research investigating the extent to which leadership behavior evaluations are a function of the sex of the leader being evaluated as well as the evaluator's sex. Androgyny (the masculinity/femininity of the evaluator's own personality) was added as a possible predictor, and the evaluator's occupational level (student vs. manager). Four general hypotheses were tested: evaluations of leadership behavior are a function of (1) sex of the leader, (2) sex, (3) androgyny, and (4) evaluator's occupational level. Undergraduate business students and managers in evening courses (total N = 335) were administered one of two versions of a questionnaire containing four stories, each depicting a leadership style. Managers' names were altered to indicate males or females. Also, subjects filled out an androgyny scale twice, once describing themselves and once describing a "good manager." They were then classified into four categories: masculine, feminine, androgynous, and neutral. Answers to eight evaluative questions for each leadership style were subjected to multiple analyses of variance. In general results failed to support both the sex and androgyny hypotheses. Occupational level was the best predictor. These and prior results concerning sex as an explanatory variable in leadership research are discussed in light of current social awareness of sex-role stereotypes. (Author)

WE 003 888

Cooper, J. David, Ed.   Pringle, Dorothy A., Ed.
[Focus on Reading Materials.]
International Reading Association. Indiana State Council.
Pub Date—77
Journal Cit—Indiana Reading Quarterly; v10 n1 Entire Issue Fall 1977
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAY78; ED 147 759
Descriptors—Adolescents, *Basic Reading, Elementary Secondary Education, Parent Role, Reading Instruction, Reading Materials, *Reading Material Selection, Sex Stereotypes, *Textbooks

This journal issue provides information for those involved in making decisions about basal readers. It includes guidelines for establishing a textbook selection committee and for examining instructional materials, a discussion of the adoption of nonsexist textbooks, and reviews of four basal reading series.

Regular columns present activity ideas for teaching reading, an examination of parents' role in adolescent reading, and notes on Indiana conferences and activities related to the teaching of reading. (GW)

WE 003 889

Hiatt, Mary
The Way Women Write.
Pub Date—Dec 77
Note—146p.
Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027 ($5.95 paper)
Data Base ID—RIEMAY78; ED 147 840
Descriptors—*Composition (Literary), *Creative Writing, Cultural Images, Literary Criticism, *Literary Styles, Post Secondary Education, Sex Differences, Sex Discrimination, Sex Stereotypes, Writing Skills

This book maintains that, because male critics have evaluated feminine writing according to the standards of masculine style, women have received biased criticism in the past. This study attempts an objective analysis of possible differences in the published writings of men and women by considering certain critical stereotypes that have been applied to feminine writing. One hundred books are considered, 50 by men and 50 by women, and the sampling includes both fiction and nonfiction, as well as a wide spectrum of styles. With the aid of a computer, the books are scrutinized for use of similes, adverbs, exclamation points, dashes, and other stylistic devices that might prove women's writing to be more emotional than men's. Sentence length and the balance of sentences are considered, to determine conciseness and precision in the two styles. Many tables of computer data are included, as well as numerous samples from the books used in the study. A lengthy appendix accompanies the book. The book concludes that there are basic differences in the feminine and masculine styles but that the study overturns many of the pejorative stereotypes of women's writing. (MAI)

WE 003 890

Witter, Janet, Ed.
Bias in the Textbooks: A Symposium.
Oregon Association for Supervision and Curriculum Development, Salem.
Pub Date—Nov 77
Journal Cit—Oregon ASCD Curriculum Bulletin; v31 n337 Entire Issue Nov 1977
Note—22p.
Available from—Oregon Association for Supervision and Curriculum Development, P.O. Box 421, Salem, Oregon 97308 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAY78; ED 147 852
Descriptors—*Annotated Bibliographies, Asian History, *Childrens Books, Content Analysis, *Cultural Images, *Ethnocentrism, Foreign Countries, Sex Stereotypes, *Textbook Bias, Textbook Evaluation
Identifiers—*Asia, *Sex Bias

The first essay in this publication reports on an assessment of the way Asian culture is portrayed in nearly 300 textbooks in common use in the United States. The assessment revealed that the texts fail to represent Asia fairly; the most serious problems are the underlying, purely Western yardsticks with which the majority of the texts approach Asia, their failure to present Asian life authentically, and the absence of any significant amount of Asian source materials. The second essay deals with sex bias in books for children. It first presents an annotated bibliography of significant studies on sex bias in children's books and summarizes the main findings of the studies, which suggest that females in children's books are portrayed in stereotyped roles or are conspicuously absent. The essay then reports on an investigation of the extent of sex bias in more than 200 books recommended for children. The male bias reported on in the annotated studies was supported by the results of the investigation. (GW)

WE 003 891

Busby, Linda J.
The Uses of Media to Improve the Status of Women on an International Scale.
Pub Date—Dec 77
Note—31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAY78; ED 147 900
Descriptors—*Bibliographies, *Females, Feminism, *Filmographies, Foreign Countries, Global Approach, International Organizations, *Mass Media, Sex Discrimination, *Sex Role, Social Change, Social Status, Womens Education
Identifiers—*Status of Women

The mass media are valuable tools for influencing attitudes toward women and for helping women to evaluate their roles in society. This paper discusses advantages and disadvantages of radio, printed materials, television, and film as socialization tools; the need for special attention to improving the status of women; new media products designed especially to aid in improving women's status; and efforts by organizations around the world to improve the image of women in the media and to make the media more responsive to women's needs. The paper then presents bibliographies of materials dealing with the status of women, divided into three categories–publications on the status of women around the world, films on women's roles in numerous different countries, and research reports on women in countries around the world. (GW)

WE 003 892

Criswell, Larry W., Ed.
Socialization and Training into the School Administrative Role.
Pub Date—Nov 75
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAY78; ED 147 961
Descriptors—Administrative Personnel, Administrator Role, *Assistant Principals, Career Ladders, Career Opportunities, Educational Administration, Elementary Secondary Education, *Females, Minority Groups, *Occupational Mobility, *Promotion (Occupational), Role Perception, School Superintendents, *Socialization, Working Women

The three papers in this collection describe the process of socialization that results in the attainment of the school superintendency. These articles deal with the vice-principalship as a stepping stone to higher office and with the lack of success that minority group members and women experience in educational administration advancement. The editor concludes that the attainment of the superintendency position is dependent on a specific career pattern, that the upward mobility process is complex and highly selective, that advancement is dependent on preliminary positions held as well as on the length of time each position is held, that failure to observe the process results in the exclusion of certain groups such as minorities and women, and that career patterns may be systematically established by the excluded groups that are different from others. (Author)

WE 003 893

Equal Educational Opportunity: A Guide for the Local School District. Civil Rights Regulations, Colorado Revised Statutes 1973 Sex Equity: Title IX, The Lau Program.
Colorado State Dept. of Education, Denver. Community Services Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—May 76
Note—29p.
Available from—Community Services Unit, Colorado Department of Education, 210 East Colfax, Denver, Colorado 80203 ($2.00; no charge to Colorado Public Schools)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAY78; ED 147 983
Descriptors—Affirmative Action, Civil Rights, Elementary Secondary Education, *Equal Education, Federal Legislation, *Guidelines, *Non English Speaking, Racial Discrimination, Sex Discrimination, State Legislation, Supreme Court Litigation
Identifiers—Colorado, Education Amendments 1972 Title IX, *Lau v Nichols, *Title IX Education Amendments 1972

The purpose of this guide is to inform Colorado school districts of their responsibilities in providing equal educational opportunities to all students. By following the directions outlined here, a district can comply with state and federal regulations regarding sex discrimination, civil rights discrimination, and the rights of non-English speaking students. (Author/IRT)

WE 003 894

Gilford, Dorothy M. Snyder, Joan
Women and Minority Ph.D.'s in the 1970's: A Data Book.
National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Pub Date—77
Note—247p.
Available from—National Academy of Sciences - National Research Council, Commission on Human Resources, Washington, D.C.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAY78; ED 148 197
Descriptors—Comparative Statistics, *Doctoral Degrees, Employment, Ethnic Groups, *Females, Graduate Students, Higher Education, Jobs, Minority Groups, Questionnaires, Sampling, Statistical Data, Statistical Surveys, Tables (Data), Universities

Selected data from the Commission on Human Resources data base are reported for two major groups that have been underrepresented in doctoral education in the past: minorities and women. A wide selection of tabulations of data on doctorate holders by sex and racial/ethnic group membership is presented. Characteristics of minority and women Ph.D. recipients are reported, including: citizenship by year of degree, labor force composition in 1975, region of birth, education of father and mother, age at Ph.D., marital status, number of dependents, broad field of doctorate, baccalaureate field, elapsed time, sources of support in graduate school, and postdoctoral employment and study plans. Data on women and minority Ph.D.'s in the U.S. labor force cover field of employment, employment sector, primary work activity, salary, and employment status. Further tabulations are provided on baccalaureate and doctoral institutions of women and minority Ph.D.'s. Recommendations for further study are appended. (LBH)

WE 003 895

Boquist, Constance Haase, Jeannette V.
An Historical Review of Women in Dentistry. An Annotated Bibliography.
Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.Radcliffe Coll., Cambridge, Mass.
Report No.—DHEW-HRA-77-643
Contract—HRA-106-74-166
Pub Date—Jun 77
Note—112p.
Available from—U.S. Department of Health, Education, and Welfare, Public Health Service, Health Resources Administration, Bethesda, Maryland
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEMAY78; ED 148 223

Descriptors—*Annotated Bibliographies, *Dentists, *Females, Health Occupations, *Health Personnel, Information Sources, Professional Occupations, Professional Personnel, United States History, Working Women

A brief introduction is given to the bibliography, which contains 263 citations and 162 original abstracts of articles on the topic of women dentists. The citations cover the period of 1865-1977, and include some from popular publications. The majority are from professional and scientific journals and books. (MSE)

WE 003 896

Howe, Florence

Seven Years Later: Women's Studies Programs in 1976. A Report of the National Advisory Council on Women's Educational Programs.

National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date—Jun 77
Note—96p.
Available from—National Advisory Council on Women's Educational Programs, 1832 M Street, N.W. Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Data Base ID—RIEMAY78; ED 148 231
Descriptors—Change Strategies, College Faculty, College Students, *Curriculum Development, *Educational Assessment, Enrollment Trends, *Evaluation Criteria, *Feminism, Futures (of Society), Governance, Higher Education, Program Development, Program Evaluation, Sex Differences, *Womens Education
Identifiers—*Reentry Students

Fifteen women's studies programs across the U.S. were examined in this review commissioned by the National Advisory Council on Women's Educational Programs. All of the programs were in phase two of women's studies, defined as having a line budget, a paid administrator, and a curriculum that moves through committees and is recognized in an official catalog. Three questions shaped this study: (1) What is the current state of mature women's studies programs with respect to their faculties, students, curricula, classrooms, internal governance structure, and administrative relationships to their universities? (2) What has been the impact of these programs on their campuses and in their wider communities? (3) What dominant issues and needs are critical to the future of women's studies? Some of the indicators of the state of women's studies include enrollment growth, variety and depth of course offerings, and growing realization of institutional impact. Recommendations are offered regarding further study, development of materials, communications, and programmatic support. (LBH)

WE 003 897

Chilcott, Rena T.

Evaluation of the Women's Re-Entry to Education Program (WREP), San Jose City College. Program Year 1974-1975.

San Jose City Coll., Calif.
Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Grant—OEG-73-6401
Pub Date—Aug 75
Note—31p.
Available from—San Jose City College, 2100 Moorpark Avenue, San Jose, California 95128
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAY78; ED 148 251
Descriptors—Adult Students, Economically Disadvantaged, Educationally Disadvantaged, Ethnic Groups, *Females, Higher Education, *Nontraditional Students, *Outreach Programs, Program Descriptions, Program Evaluation, Statistical Data, *Student Recruitment, Underemployed, Unemployed, *Womens Education
Identifiers—*Reentry Students

The Women's Re-Entry to Education Program (WREP) came into being at San Jose City College after the recognition that a large segment of the community's population was underrepresented at the college. That group was composed of unemployed or underemployed women, economically and educationally disadvantaged women, women who were heads of households at or below the poverty level, and women from ethnically and culturally diverse backgrounds. The purposes of the program were the identification and recruitment of the women and the provision of educational opportunities and support services appropriate to their needs. The evaluation report reviews the program goals and objectives as well as those of the participants, the evaluation methodology and findings, and conclusions and recommendations. Some statistical data are included. (MSE)

WE 003 898

Masters, Ruth E.

Perceptions of Women Professors' Pedagogic Behaviors in Masculinely and Femininely-Stereotyped Teaching Disciplines.

Pub Date—Dec 77
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAY78; ED 148 273
Descriptors—College Faculty, Discriminatory Attitudes (Social), Engineering Education, *Females, Higher Education, Home Economics Teachers, Intellectual Disciplines, Males, Measurement Techniques, *Professional Recognition, Questionnaires, Sex Discrimination, *Sex Stereotypes, State Colleges, State Surveys, State Universities, Statistical Data, Status, *Teacher Evaluation, Women Professors
Identifiers—*California

The way in which the academic community perceives the pedagogic behaviors associated with women's effective teaching at the college level can have widespread ramifications for women who hope for careers in postsecondary education. One of the major purposes of this investigation was to compare how faculty in masculinely- and femininely-stereotyped teaching disciplines, as represented by engineering and home economics, respectively, perceived selected pedagogic behaviors of women professors in their fields. It was assumed that if no stereotyped perceptions existed, engineering and home economics would have perceived their women professors' pedagogic behaviors similarly. Two forms of the same questionnaire were devised for faculty in engineering and home economics throughout the 19 California state colleges and universities to rate the pedagogic behaviors of women professors. The implications of the research findings are that the pedagogic behaviors of women professors in masculinely-stereotyped teachings disciplines are perceived differently than the same pedagogic behaviors of women professors in femininely-stereotyped teaching disciplines. Masculinely-stereotyped academic communities tend to perceive women professors as "less effective" on the majority of the effective pedagogic behaviors studied. (Author/LBH)

WE 003 899

Crim, Roger D.

An Attitudinal Study of Faculty Men and Women in Higher Education.

Pub Date—25 Nov 77
Note—16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAY78; ED 148 279
Descriptors—Academic Rank (Professional), Career Opportunities, College Faculty, Discriminatory Attitudes (Social), Effective Teaching, Equal Opportunities (Jobs), *Females, Higher Education, Males, Measurement Goals, Negative Attitudes, Personality, *Professional Recognition, Questionnaires, Sex Discrimination, Surveys, *Teacher Attitudes, Teacher Promotion, *Women Professors, Working Women

Attitudes about the role of women in higher education were examined in this research study that surveyed (1) opinions and attitudes of selected faculty men toward faculty women, and (2) opinions and attitudes of selected faculty women toward other faculty women. The population surveyed was all full-time faculty of the institutions of higher education associated with the New Hampshire College and University Council, a consortium of 13 institutions. A total of 1,020 faculty members responded: 28 percent women and 72 percent men. A profile of the respondents is presented regarding institution type, years on faculty, rank, degree, and age. Findings are reported in terms of data on faculty women related to: employment, advancement, personality characteristics, job mobility, teaching effectiveness; research and other scholarly writing; contributions to the profession; acceptance by associates; and the use of the full potential of faculty women. (LBH)

WE 003 900

Grigg, Charles M.

Recruitment to Graduate Study. College Seniors' Plans for Postgraduate Education and their Implementation the Year after Commencement. SREB Research Monograph Number 10.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—65
Note—71p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEMAY78; ED 148 291
Descriptors—College Graduates, College Students, Educational Interest, Females, *Graduate Study, Higher Education, Males, National Surveys, *Professional Education, Questionnaires, Regional Characteristics, Seniors, Southern States, Surveys

A study was undertaken of the process of recruitment to graduate and professional training. The education plans of college seniors in the South as the students expressed them during their senior year in 1960 were compared with their actual activities a year later. The initial survey had responses from over 6,000 students. Results show that 22 percent planned to enroll in graduate or professional school immediately after college graduation, and 23 percent planned to enroll sometime later. Another 29.5 percent definitely did not plan to continue at a later time. A lag between the southern states and the rest of the nation in post-college education aspiration was found. A year later one of the five males was enrolled in graduate or professional education (compared to one of three in a national sample) and one of ten females was enrolled (compared with one of five nationally). Further analysis is provided, and the questionnaires appended. (MSE)

WE 003 901

Eliason, Carol

Women in Community and Junior Colleges. Report of a Study on Access to Occupational Education.

American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—77
Note—69p.
Available from—American Association of Community and Junior Colleges, One Dupont Circle, N. W., Washington, D. C. 20036 ($5.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAY78; ED 148 429
Descriptors—Academic Aspiration, *Access to Education, Bibliographies, Community Colleges, Curriculum Development, Females, Junior College Students, *Occupational Aspiration, Questionnaires, Sex Discrimination, *Student

Characteristics, Student Personnel Services, Vocational Counseling, *Vocational Education, Womens Education
Identifiers—Nontraditional Career Choice

The document summarizes findings of the Center for Women's Opportunities (CWO) study of female students enrolled in vocational/occupational programs at ten two-year colleges. Survey results indicate: (1) 60% of the students were under 21, single, full-time students; 40% were over 21, married or divorced, full- or part-time students; (2) 84.4% were white, 9.3% black, and 6.3% of other ethnic minorities; (3) 41% enrolled to prepare for immediate employment upon graduation, 25.6% enrolled to increase general knowledge, and 23% planned to transfer; (4) 56% were enrolled in traditional (75-100% female enrollment) programs, 16% in nontraditional (1-25% female enrollment) programs, and 28% in neutral programs; and (5) respondents appeared to have little exposure to vocational aptitude testing or counseling in either high school or college. Additional analyses of institutional related problems for the female student, model support programs and services, possible sex bias in financial aid programs, and the expansion of curricula are presented. Extensive appendices include the student survey questionnaire and interview outline, comparison questionnaire responses of male and female students, a listing of exemplary programs for women in two-year colleges, and a listing of additional funding sources. A lengthy bibliography completes the document. (LH)

WE 003 902

Truman, M. Ruth

A Study of the Mature, Affluent Woman Student in the Community College.

Pub Date—75
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAY78; ED 148 431
Descriptors—Adults, Aspiration, Career Choice, Community Colleges, Degrees (Titles), Educational Objectives, *Females, Junior College Students, Middle Class, National Norms, Social Status, Social Values, Socioeconomic Status, *Student Characteristics, Surveys, *Upper Class
Identifiers—*Reentry Students

A survey was conducted among 164 affluent women over thirty and attending an extension campus of Pierce Community College (California) to determine their educational aims and social values in comparison to national norms for part-time women students. In terms of degree-orientation and occupational aspiration, 61.7% of respondents were degree-seeking compared to 66.3% of the norm group, with 71.3% of respondents under fifty expecting to obtain a degree; of those respondents listing their career choice, 20.2% chose homemaking, compared to 4.9% of the norm; 86.4% of respondents placed prime importance in choosing a career upon personal interest in a career field. In terms of traditional values, 89.5% of respondents were married compared to 79.1% of norm group; 41.4% of respondents listed raising a family as very important compared to 31.1% of the norm; 56% of respondents objected to having sex after a short acquaintance compared to 75% of the norm; 66% of respondents rejected more lenient marijuana legislation compared to 77% of the norm. In terms of spouse approval and home responsibilities, both groups were equally concerned about these issues. Respondents generally had a high self-image and ranked their personal characteristics 15 to 25 percentage points above the norm group. Statistical data and the survey instrument are appended. (LH)

WE 003 903

Katz, Lilian G. And Others

Sex Role Socialization in Early Childhood.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date—Dec 77
Note—107p.; For companion bibliography, see ED 148 473
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #171, $4.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEMAY78; ED 148 472
Descriptors—Birth Order, Changing Attitudes, *Child Development, Early Childhood Education, Elementary School Students, Family Influence, Fatherless Family, *Literature Reviews, Mass Media, Modeling (Psychological), Motivation, Parent Role, Preschool Children, Punishment, School Role, Sex Differences, *Sex Role, Sex Stereotypes, Siblings, *Socialization, Television Viewing, Toys, Working Parents

This paper reviews the theory and research related to the sex role socialization of young children, specifically addressing a range of theoretical and practical issues related to the implementation of the Women's Educational Equity Act. Section I examines the influence of the family on children's sex role development, focusing on differentiated shaping by sex and imitation of same sex models. Topics included are: (1) sex-typing pressure; (2) punishment, aggression and activity level; (3) dependence and independence; (4) achievement motivation; (5) toys; (6) siblings and birth order; (7) parental role differentiation and father dominance; (8) maternal employment; and (9) father absence. Section II deals with sex role and the mass media, with emphasis on the content of television programs and the effects of television viewing. Section III discusses the school's role in stopping its own sex-typing influence and in counteracting the sex-typed attitudes of its students. Implications for school programming and recommendations for further research are presented. A list of more than 150 references is included. (JMB)

WE 003 904

Katz, Lilian G. And Others

Sex Role Socialization in Early Childhood: An Annotated Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date—Dec 77
Note—76p.; For companion paper, see ED 148 472
Available from—ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #170, $3.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Data Base ID—RIEMAY78; ED 148 473
Descriptors—*Annotated Bibliographies, *Child Development, Child Rearing, Early Childhood Education, Elementary School Students, Family Influence, Instructional Materials, Mass Media, Parent Child Relationship, Preschool Children, School Role, Sex Differences, *Sex Role, Sex Stereotypes, Social Development, *Socialization, Teacher Behavior

This annotated bibliography contains 321 references to materials related to sex role socialization in young children. Included are: (1) general references; (2) references on the influence of media, school, and family; and (3) references on curriculum materials. Prepared in conjunction with "Sex Role Socialization in Early Childhood," a paper reviewing theory and research related to the sex role socialization of young children, this bibliography provides annotations for all references cited in the paper as well as for approximately 200 additional references. The bulk of research cited was conducted between 1970 and 1977. (Author/SB)

WE 003 905

Proceedings: Indian Education Conference 1976 (17th, Tempe, Arizona, April 2, 1976). 200 Years of Indian Education–What Now? Where Now?

Arizona Indian Education Association, Phoenix-.Arizona State Univ., Tempe. Indian Education Center.
Pub Date—2 Apr 76
Note—60p.; For related documents, see ED 048 993, 049 883, 089 917, 093 559, and 148 505
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAY78; ED 148 506
Descriptors—*American Indians, Biculturalism, Bilingual Education, Conference Reports, Educational Coordination, Educational History, Educational Needs, Elementary Secondary Education, Females, *Futures (of Society), Higher Education, Reservations (Indian), Role Perception, Urban Population, Youth

Addressing the theme "200 Years of Indian Education–What Now–Where Now?", these transcripts of the 17th Annual Indian Education Conference (Arizona, 1976) include comments, questions, and definitive statements of professionals in the field of Indian Education. Presented by workshop title, the seven workshops included in this document are: "Indian Elders Look at Education"; "Higher Education of Indian Students"; "The Role of Indian Women in Education"; "Indian Youth Looks at Education"; "Coordination of Urban/Reservation Education Needs"; "Bilingual/Bicultural Education"; and "Indian Studies". Transcripts from Workshops 1, 5, 7, 8, 11, 12, and 13 are not included in this document; however, the Keynote Address (observations about the history, present conditions, and future possibilities of Indian Education) is presented in its entirety. (JC)

WE 003 906

Hosford, Philip L., Ed.

Minority Women in Research in Education. A Report of the Dallas Conference on Expanding the Role of Minority Women in Educational Research (Dallas, Texas, November 9–11, 1977).

New Mexico State Univ., Las Cruces.New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—Association for Supervision and Curriculum Development, Washington, D.C.
Contract—400-75-0025
Grant—NIE-G-77-0054
Pub Date—Feb 78
Note—71p.
Available from—ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (free while supply lasts)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEMAY78; ED 148 521
Descriptors—Agency Role, *Career Ladders, Conference Reports, Conferences, *Educational Researchers, Elementary Secondary Education, *Females, Financial Support, Higher Education, Minority Groups, Models, *Needs Assessment, Planning, Professional Associations, Program Development, *Skill Development, State Departments of Education, Universities
Identifiers—*National Institute of Education

Reporting on the 1977 Dallas Conference where 14 women representing 6 ethinc backgrounds explored the possibilities of expanding the role of minority women in educational research, this document includes 5 major sections (with individual summaries and recommendations), a bibliography, and an appendix. Major sections of this document present the following: defining the problem of women in research and development (previous conferences and reports are discussed, particularly the National Institute of Education reports and conferences); preparing for the conference (pre-conference study materials and beliefs are assessed as is the division of participants into 3 groups to consider questions related to K-12 educational activities, higher education, and a community based research career ladder); training minority women currently in education (needed skills are identified as communication, interpersonal, research design, quantitative, and project management skills; target audiences are identified as local education agencies, state education agencies, universities, regional laboratories, professional associations, and funding sources); expanding the role of minority women at universities (programs which universities can implement immediately are defined); training minority women via a career ladder approach (a model is presented which involves increasingly complex research skills and formal education and provides for research aides/technicians, research colleagues and interns, research adjuncts, and professional researchers). (JC)

WE 003 907

Maestas, John R., Ed.

Contemporary Native American Address.

Pub Date—76

Note—424p.

Available from—Brigham Young University Press, Marketing 205 UPB, Provo, Utah 84602 ($4.75)

Data Base ID—RIEMAY78; ED 148 523

Descriptors—Acculturation, Agency Role, *American Indians, Books, Cultural Differences, Cultural Pluralism, Educational Finance, Educational Needs, Energy, Federal Government, Females, Governance, Health Occupations, Hearings, History, Individual Power, Land Acquisition, Leadership, Older Adults, Self Determination, Speeches, Tribes, Values

Identifiers—American Indian Movement, Bureau of Indian Affairs, Native Claims, Sovereignty

A compilation of 58 representative speeches from the American Indian Community, this book is divided into 2 parts; Part I deals with issues of contemporary concern and Part II illustrates speech types and styles. All speeches are classified by issue as follows: sovereignty (2 speeches, 1 on the rise and fall of Indian sovereignty); trust responsibilities (1 speech); tribal government (1 speech); land claims (1 speech); Bureau of Indian Affairs (1 speech); American Indian Movement (3 speeches, 1 asserting that real Indian leaders condemn AIM, and 1 addressing the question of commitment); education (11 speeches addressing such aspects of education as pluralism, financing public schools on the reservation, multicultural education, cultural differences, tribal chartered education, and Indian education resource centers); energy (1 speech); health (1 speech addressing the need for Indian health professionals); the aged (1 speech on elderly American Indians); Indian leadership (1 speech on the effectiveness of Indian leadership); self determination (1 speech on Indian self determination and education); assimilation (1 speech on assimilation vs self-identity); inaugural and commencement addresses (1 inaugural and 1 commencement speech); National Congress of American Indians (2 keynote addresses); testimonies (4 speeches re: public works and transportation and education); wisdom (1 speech on Navajo wisdom); nature (1 speech); oral tradition (2 speeches); history (3 speeches); women (2 speeches re: the special problems of Indian women); and inspirational speeches (6 speeches). (JC)

WE 003 908

Babco, Eleanor L.

Salaries of Scientists, Engineers and Technicians: A Summary of Salary Surveys. Eighth Edition.

Scientific Manpower Commission, Washington, D.C.

Pub Date—Oct 77

Note—155p.

Available from—Scientific Manpower Commission, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 ($15.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAY78; ED 148 631

Descriptors—College Teachers, *Engineers, Paraprofessional Personnel, *Salaries, Science Education, *Scientific Personnel, *Scientists, Sex Discrimination, Surveys, Working Women

Identifiers—*Nontraditional Career Choice

This report brings together data on salaries of scientists, engineers, and technicians. The salary surveys were conducted by agencies and departments of the federal government, professional scientific and engineering societies, educational associations, magazine publishers, and other professional organizations. Most of the surveys were originally published in 1975-77. Data are reported in 138 tables organized under the following headings: starting salaries, salaries of experienced scientific and technical personnel, salaries of engineers, salaries of engineering technicians and technologists, federal salaries, and academic salaries. Statistical variables include occupation, degree level, sex, years of experience, geographic region, type of employer, and age. The base and time period of each table is noted, and a brief analysis of each group of tables is presented. No attempt has been made to evaluate the reliability of the samples. (BB)

WE 003 909

Sigel, Roberta S. Reynolds, John V.

Stability and Change: A Generational Analysis of Educated Women's Socio-Political Views.

Pub Date—Sep 77

Note—28p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAY78; ED 148 686

Descriptors—Comparative Analysis, Females, *Feminism, Generation Gap, Group Unity, Higher Education, Mothers, *Parent Attitudes, Research Methodology, Sex Role, Sexuality, *Student Attitudes, Surveys, Tables (Data)

Identifiers—*Womens Liberation Movement

Attitudes of 46 college women and their mothers toward the contemporary women's movement were compared. Three possible types of attitude congruence were hypothesized: (1) that mothers and daughters would agree on women's issues because they both have experienced discrimination based on sex, (2) that a generation gap of conflicting attitudes toward sex roles would exist, and (3) that mothers and daughters would agree on some but not all issues. In the study, participants completed a questionnaire containing 86 items of political and feminist issues. Analysis of the responses to 17 feminist issues is discussed in this paper. When responses of mother-daughter pairs were analyzed, it was found that both generations agree approximately 50% of the time on 50% of the issues. Both groups strongly support the women's movement, especially in areas of political and career rights. Greatest disagreement between the two groups was over issues such as birth control, strength of women's sex drive compared to men's, rights of married women to work, legalization of abortion, and women in contact sports. (AV)

WE 003 910

Pottker, Janice, Ed. Fishel, Andrew, Ed.

Sex Bias in the Schools: The Research Evidence.

Pub Date—77

Note—571p.

Available from—Fairleigh Dickinson University Press, Box 421, Cranbury, New Jersey 08512 ($27.50, hard cover)

Data Base ID—RIEMAY78; ED 148 688

Descriptors—Anthologies, College Admission, Counselor Attitudes, Discriminatory Attitudes (Social), Educational Research, Elementary Secondary Education, Equal Opportunities (Jobs), Essays, Higher Education, Occupational Guidance, Preschool Education, *Public Education, Public Policy, Role Perception, Self Concept, Sex Role, Sex Stereotypes, Test Bias, Textbook Bias, Womens Education, Women Teachers, Working Women

Identifiers—*Sex Bias

The 41 selections in this volume represent examples of the use of different research techniques to document empirically the existence of sex bias in the schools and its effects on American women and girls. The articles focus on identifying, quantifying, and verifying the existence of discrimination against females in education, both students and teachers. The anthology contains two to five entries in each of the eight main categories: preschool and elementary education; secondary education; textbooks; role formation–occupational, social, and political; counseling; policymaking; higher education; and state and local studies of sex bias in public education. Also included are three appendices of eight sections which list statistical and differential studies and opinion polls. (Author/JK)

WE 003 911

Suter, Larry E.

Educational Attainment in the United States: March 1977 and 1976. Current Population Reports, Population Characteristics, Series P-20, No. 314.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date—Dec 77

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.35, paper cover)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEMAY78; ED 148 690

Descriptors—*Academic Achievement, Age Differences, Census Figures, Demography, *Educational Trends, Elementary Secondary Education, Higher Education, National Surveys, Population Trends, Racial Differences, Sex Differences, Statistical Data

The report presents statistics which compare the educational attainment of the U.S. population in 1977 and 1976, to attainment levels in 1970. A considerable difference is evident between educational levels of older and younger persons in the United States: persons 25 to 29 years old in 1977 were twice as likely to be high school graduates as persons 60 years old and over. However, data indicate that differences in educational levels between age groups will be smaller in future years. In 1977, a significantly smaller number of men 18 to 21 years old had completed at least one year of college than men of the same age group in 1970. This may be due to the recent decrease in the attraction of a college education. There has been a more rapid increase of blacks as compared with whites in the proportion who were high school graduates by 1977. The high school graduation rates of the two racial groups began to converge in successively younger age groups of persons between 65 and 25 years old in 1977. The bulk of the report contains tables of statistics which document these and other trends. Comparative statistics by sex, marital status, and Spanish origin are included, also. (Author/AV)

WE 003 912

Caliguri, Joseph P. Krueger, Jack P.
Women in Management: Bibliography.
Missouri Univ., Kansas City. School of Education.
Pub Date—Sep 77
Note—44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAY78; ED 148 711
Descriptors—Abstracts, *Administrative Personnel, Administrative Problems, Affirmative Action, *Annotated Bibliographies, Business, Career Opportunities, Change Strategies, Educational Administration, Educational Programs, Employment Level, Employment Problems, Equal Opportunities (Jobs), Federal Legislation, *Females, Industry, Leadership Responsibility, Managerial Occupations, Sex Discrimination, Sex Stereotypes, Socioeconomic Status, Vocational Development, Working Women

The annotated bibliography contains citations on works concerned with problems of women in regard to equal employment opportunities and fair selection procedures in education, business, and industry. Over 100 entries from journals, bibliographies, dissertations, research studies, books, and reports are included. They have been drawn from the Educational Resources Information Center (ERIC), ABI Inform, and Social Science Citation Index data-based retrieval systems. Listings are included which focus on sex discrimination in employment practices, sex role stereotypes, affirmative action programs, attitudes of management, training programs, federal legislation, administrator selection, change strategies, career development, marital status, and leadership styles. The bibliography is organized according to document type, such as journal articles, bibliographies, books, or speeches. Each entry provides information on author, title, publisher, date, issue and page numbers (where appropriate), data base accession number, and abstract. Almost all entries cite publications since 1971. (Author/AV)

WE 003 913

Lumpkin, Angela
The Contributions of Women to the History of Competitive Tennis in the United States in the Twentieth Century.
Pub Date—[76]
Note—32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAY78; ED 148 764
Descriptors—Lifetime Sports, Physical Education, *Tennis, *United States History
Identifiers—*Women Athletes

This document traces the history of women's participation in competitive tennis from the late 1890's to 1976. Brief biographies of women tennis champions are presented in chronological order. The contribution of each to the game and the gradual changes that evolved are analyzed. (JD)

WE 003 914

Boring, Phyllis
Some Thoughts on the Equal Pay Act and Coaching Salaries.
Women's Equity Action League, Washington, D.C.
Pub Date—Dec 77
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAY78; ED 148 772
Descriptors—*Athletic Coaches, Athletics, Civil Rights Legislation, Equal Protection, Physical Education, *Salary Differentials, Sex Discrimination, *Teacher Salaries
Identifiers—Civil Rights Act 1964 Title VII, *Equal Pay Act 1963

This paper discusses the Equal Pay Act, Title VII of the Civil Rights Act of 1964, as it applies to women athletic coaches and physical education teachers. The following points are considered: (1) application of the Equal Pay Act; (2) advantage of voluntary compliance with the Equal Pay Act; (3) factors used to measure "equal work"; (4) problems facing the school board in justifying unequal pay; (5) problems created by "point systems"; (6) practices that are still violations of the Equal Pay Act; (7) some negative effects of equalizing salaries; (8) thoughts on the pressure and number of spectators argument; (9) an ideal for the future; and (10) guidelines for the present. (JD)

WE 003 915

Physical Education, Part I. Options in Education, Program No. 99.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.National Public Radio, Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date—21 Nov 77
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEMAY78; ED 148 774
Descriptors—*Athletic Programs, *Coeducation, Educational Innovation, Elementary Secondary Education, Equal Education, Integration Effects, *Physical Education, Sex Discrimination, Social Integration
Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

This transcript of a National Public Radio broadcast discusses the impact of Title IX on elementary and secondary physical education. Topics covered include competition, difficulties involved in the sex integration of sports, statements on Title IX by five chief state school officers, the experience of Massachusetts in implementing Title IX, and the problem of locker room facilities. (MJB)

WE 003 916

Robbins, Natalie Hawkes, Deborah
Ethnic Heritage Conference: Women and Ethnicity Workshop.
Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity.
Pub Date—12 Nov 77
Note—23p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEMAY78; ED 148 927
Descriptors—*Cultural Pluralism, Curriculum Guides, Elementary Secondary Education, *Ethnicity, Ethnic Studies, History Textbooks, Sex Discrimination, State Surveys, *Womens Studies, Workshops
Identifiers—*Elementary Secondary Education Act Title IX, New York

This document includes materials presented at a workshop on women and ethnicity. In the first paper the author discusses a study of Title IX Ethnic Heritage Study projects. All but one of 22 projects funded in New York State from 1974-77 were contacted in order to determine if an effort had been made to explore the role of women in the ethnic group(s) studied. Results of the survey are presented in chart form. From the sample studied, it is evident that little attention has been directed toward defining and clarifying the experience of ethnic women in America. The author of the second paper briefly presents a case for including women's studies in the scope of Ethnic Heritage programs. Women have traditionally been ignored, stereotyped, or their roles distorted, in standard history texts. Only through the generation of information about all aspects of women's lives, work, and position within the context of ethnicity can a meaningful perception of a pluralistic society be achieved. This document also offers curriculum guidelines for the study of women's ethnic experiences. These guidelines would be useful for any teacher involved in teaching about ethnic heritage. Recommendations for revisions to the Title IX regulations, in order to assure the inclusion of women and the development of a non-sexist, multicultural curriculum are included. (GC)

WE 003 917

Bolling, John Hassibi, Mahin
Sex Differentiation and Sex Identification: Cultural Considerations.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Grant—NIE-G-76-0059
Pub Date—30 Mar 77
Note—24p.; Available as part of a larger document, "Third Conference on Empirical Research in Black Psychology: Final Report," by William E. Cross, Jr., ED 148 939
Data Base ID—RIEMAY78; ED 148 950
Descriptors—Children, Comparative Analysis, *Cultural Factors, Elementary Secondary Education, Ethnic Groups, *Identification (Psychological), Sex Differences, Sex Role
Identifiers—Draw A Person Test, New York (New York), *Sex Identity

The present study is part of a larger research project which is concerned with the cultural dimensions of interpretations of sexual differentiation in children's drawings. The basic assumption of this study is that the first figure drawn when a child is asked to draw a person is significantly related to, but does not necessarily establish, the sexual identification of the child. The primary intent of this paper is to introduce the cultural factor as a consideration in identity formation especially as it relates to sex-role preference. The Draw-A-Person Test in a modified form employing crayons was administered as a group test to 3201 children, from 3 to 17, of different ethnic backgrounds. The children were attending public and private schools in the New York Metropolitan area. The data showed the following: (1) all children did not necessarily draw their same sex first, (2) as children increased in age, the percentage of children who drew the same sex first increased, and (3) there were unexplained or unexpected fluctuations in the curves or percentages. It is suggested that the differences of the shapes of the curves reflect different cultural variables interacting with physiological variables. This is shown in the following findings: (1) at the earlier ages more females than males show same sex identification (2) during pre-adolescence there is little movement in the curve for the males while there is a decrease in the curves for females.This might mean that the process of sex identification for males is a slower process but without too much turmoil; while with females, pre-adolescence becomes a turbulent state. It is concluded that even if one accepts the premise that sex identification can be represented by drawings, there is no one-to-one correlation at any point. (Author/AM)

WE 003 918

Beller, Andrea H.
The Impact of Equal Employment Opportunity Laws on the Male/Female Earnings Differential. Discussion Papers #436–77.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date—Aug 77
Note—46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEMAY78; ED 148 998
Descriptors—*Civil Rights Legislation, Comparative Statistics, *Equal Opportunities (Jobs), *Females, *Salary Differentials, Sex Discrimination, Wages
Identifiers—*Civil Rights Act 1964 Title VII, Title VII Civil Rights Act 1964

This paper examines the effect of enforcement of Equal Employment Opportunity (EEO) laws, between 1967 and 1974, on the earnings of females and males, and on the male/female earnings differential. Although discrimination in employment against women has been illegal for more than a decade, between 1967 and 1974 the male/female earnings differential remained virtually unchanged. The results presented in this paper show that the earnings differential would have widened by approximately 7 percentage points in the economy, and 13 points in the private sector alone, had it not been for the enforcement of Title VII of the Civil Rights Act of 1964 over this period. The paper begins by presenting a theoretical background for determining the expected effects of enforcement of EEO laws on earnings. It then specifies a model of firms' compliance with Title VII, and a model to estimate the impact of enforcement on the male/-female earnings differential. Following that, the impact of enforcement between 1967 and 1974 on the earnings of individuals is estimated for the economy as a whole, and for the private and government sectors. Finally, the distribution of gains and losses in earnings due to enforcement across experience intervals and education classes is assessed. (Author)

WE 003 919

Koppelman, Phyllis

The House That Jill and Jack Built.

Advocates for Women, San Francisco, Calif.Berkeley Unified School District, Calif.
Spons Agency—Rosenberg Foundation, San Francisco, Calif.
Pub Date—76
Note—70p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEJUN78; ED 149 013
Descriptors—*Career Awareness, Curriculum Guides, Elementary Education, Fused Curriculum, *Learning Activities, Primary Education, Resource Materials, Role Models, Sex Role, Sex Stereotypes, *Skill Development, Teacher Workshops, *Woodworking

This guide is designed to serve as an aid to developing a career education program using carpentry as a vehicle for expanding skills and aspirations of K-12 girls and boys. Each section is intended to be used as a resource in planning the program. The section on supplies and equipment provides recommendations as to quality, quantity, and storage of tools. The next section (exploratory phase) provides practical information on how to begin workshops designed to give students and teachers opportunity to use hand tools safely and with ease. Focus is on hammering, sawing, and drilling procedures. The carpentry lessons that follow explain how each basic hand tool can be presented to students. Since the emphasis is on introducing specific information about tools to K-3 children, the lessons are written as if the teacher were talking to the students. Lessons presented in the conceptualization phase section present skill information, e.g., how to nail two pieces of wood together. The curriculum section shows how carpentry can be expanded into the classroom to relate to the total curriculum. "People Who Use Tools" provides the unifying theme for the seven lessons in the first part of this section. The second part, "Stories to Grow By," is made up of lessons on a multiethnic selection of books used to expand students' aspirations beyond ordinary sex role and occupational role stereotypes. A list of supplementary resources and photographs for classroom use are also included. The final section briefly evaluates a project which made use of these materials and makes recommendations for developing a similar project. (TA)

WE 003 920

MacManus, Susan A. Van Hightower, Nikki R.

The Impact of Federally-Funded Vocational Education Programs on Women: Present Patterns and Future Implications.

Pub Date—Sep 77
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUN78; ED 149 027
Descriptors—Educational Opportunities, Employment Opportunities, Enrollment Rate, *Enrollment Trends, Equal Opportunities (Jobs), *Federal Aid, Federal Legislation, *Females, Job Training, Labor Force, *Program Effectiveness, Sex Discrimination, Sex Role, *Sex Stereotypes, *Vocational Education, Wages
Identifiers—Comprehensive Employment and Training Act

A study was conducted to examine the impact of the vocational education related portions of the Comprehensive Employment Training Act (CETA) on occupational segregation by sex. Some of the specific questions considered follow: Is there sex segregation in vocational education programs? Do enrollment patterns show that females are concentrated in "female-stereotyped" vocational training programs? Has the pattern of enrollment changed in recent years? and Have governmental occupational information publications eliminated sex-role stereotyping? Vocational education expenditure and enrollment data for 1972 and 1975 in eight broad program areas were collected from publications of Health, Education and Welfare. Income data was also collected from the U.S. Department of Labor's "Occupational Outlook Handbook." Correlations analyses produced findings that women's progress toward equal opportunity in the job market has been minimal. Federally-sponsored training programs and the federal laws outlawing discrimination on the basis of sex have been particularly disappointing in the changes they have been able to induce. Conclusions were that change will come about, but it will be closely linked to political change, and the key is getting more women into decision-making and administrative positions who have a philosophical and moral commitment to the need for change. (Half of the report is devoted to comparison tables compiled during the study.) (BL)

WE 003 921

Glover, Robert W.

Placing Minority Women in Professional Jobs. R&D Monograph 55.

Texas Univ., Austin. Center for the Study of Human Resources.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Contract—20-36-75-15
Pub Date—78
Note—77p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00303-3)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Data Base ID—RIEJUN78; ED 149 135
Descriptors—Administrative Personnel, Administrator Guides, *Employment Practices, *Females, Financial Support, Guidelines, Inservice Education, Job Analysis, Job Applicants, Job Development, Job Placement, *Minority Groups, Outreach Programs, Personnel Selection, *Professional Occupations, *Program Administration, Program Descriptions, Program Design, Program Evaluation, Recordkeeping, Recruitment, Staff Utilization, *Working Women

Drawn primarily from the experiences of the minority Women Employment Program (MWEP) of the Recruitment and Training Program (RTP, Inc.), material in this handbook is provided as a reference for individuals and groups engaged in efforts to place underutilized minorities and women into jobs they have not traditionally held. Outlines of the procedures utilized in the MWEP outreach effort and rationale for using them are presented in two sections: (1) Program Operations, which covers initial research, employer contact and job development, recruiting applicants, preparation and screening of applicants, making the placement, and follow-up, and (2) Program Mechanics, which deals with establishing an outreach office, recordkeeping and evaluation, staff size, staff selection, staff training, and funding and proposal writing. Resource appendixes contain aids to research on demand factors and supply factors (information sources and suggested procedures); aids to recruiting minority women applicants (a list of studies, handbooks, resource listings, rosters, and directories of individuals, offices, groups, etc.); aids to job development (library reference works with annotations); and job and career counseling resources (an annotated list of standard references on occupational counseling plus specialized sources on minority topics). Also included are suggestions for resume preparation, and job descriptions for field office staff positions of director, recruiter counselor, office manager, and secretary. (JT)

WE 003 922

Peterson, Marla Vetter, Louise

Sex Fairness in Career Education. Information Series No. 109.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Contract—400-76-0122
Pub Date—77
Note—43p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 109, $3.25, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUN78; ED 149 179
Descriptors—Attitudes, Career Choice, *Career Education, *Change Strategies, Changing Attitudes, Educational Strategies, *Employment Patterns, Employment Practices, Employment Trends, Federal Legislation, Females, Instructional Materials, Literature Reviews, Males, Personnel Selection, Policy Formation, Resource Materials, *Sex Fairness, Sex Role, *Sex Stereotypes, Working Women

Issues relating to sex fairness in career education discussed in this information analysis paper include the basis of concern for sex fairness in career education, the current status of women in employment, leadership positions in the career education work force, and ways to make career education sex fair for both women and men. Characteristics of the literature related to sex fairness in career education are summarized as follows: (1) Data on the status of women in employment are generally available but it is often difficult to determine what conditions influenced the data. (2) Women are underrepresented (a) in the awarding of federal grants and contracts by the Office of Career Education and the Bureau of Occupational and Adult Education, United States Office of Education, (b) in career education leadership positions in state departments of education, and (c) on the National Advisory Council for Career Education. (3) Sex stereotyping and sex bias in publications, career counseling, materials, textbooks, and curricular materials are extensively documented. (4) Within the next two years a variety of inservice sex fairness training materials should be available. (5) Focus seems to be on equality for women rather than equality for both sexes. Appendixes contain references and list resources for sex fairness materials and materials for use with students. (TA)

WE 003 923

Schenck, John Phillip

Sex Fairness in Vocational Education. Information Series No. 120.

Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Contract—400-76-0122
Pub Date—77

Note—54p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 120, $3.80, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEJUN78; ED 149 189
Descriptors—*Career Education, *Change Strategies, Educational Change, Federal Legislation, Literature Reviews, Occupational Information, Program Development, *Sex Fairness, Sex Role, *Sex Stereotypes, Social Attitudes, *Vocational Education

A review and analysis of programs and strategies which help program planners and curriculum developers eliminate sex bias in vocational education are presented in this state-of-the-art paper. It is noted that vocational educators are only now beginning to report in any volume on the subject of sex fairness and that there is little doctoral research in this area. The following topics and issues are discussed: sex fairness in vocational education as a warranted assumption, impact on careers of sex-role stereotyping and sex bias in vocational education, forces promoting sex fairness in vocational education (including socialization, instructional materials, vocational interest inventories, world of employment), and forces promoting the eradication of sex unfairness in vocational education (including legislation). Recommendations are made to maximize reduction of sex unfairness in vocational education. These include the following: enforce appropriate laws, provide overt support, take affirmative action, provide new models for vocational aspirations, require inservice education for vocational educators, re-examine the principles of vocational education, and disseminate information. (TA)

WE 003 924

Stevenson, William W.
The Educational Amendments of 1976 and Their Implications for Vocational Education. Information Series No. 122.
Ohio State Univ., Columbus. ERIC Clearinghouse on Career Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Contract—400-76-0122
Pub Date—77
Note—21p.
Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (IN 122, $2.35, quantity and series discounts available)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUN78; ED 149 191
Descriptors—Disadvantaged Groups, *Educational Legislation, Educational Needs, Educational Policy, Federal Legislation, Government Role, Handicapped Students, Interagency Cooperation, Non English Speaking, Political Issues, Program Development, Program Evaluation, Program Planning, Public Policy, Sex Stereotypes, *Vocational Education
Identifiers—*Education Amendments 1976, Sex Bias

This information analysis paper examines the Educational Amendments of 1976 projecting the effect of the amendments of vocational and technical education which may result and discussing immediate as well as long-range implications of the amendments. Organization of the paper is around areas of special legislative emphasis that will create the greatest change in vocational education: planning, data and information, evaluation, elimination of sex bias and sex stereotyping, special groups (disadvantaged, handicapped, English deficient), and program improvement (research and curriculum). Overall directives of the amendments are summarized and changes in internal operations of departments and programs of vocational education and changes that affect vocational education's relationships with other agencies such as the Comprehensive Employment and Training Act and with the public are discussed. Noting that the law is a good one but that there are problems with how it is funded, the author concludes that planning, data and information, and evaluation systems will probably become more sophisticated and will involve and influence a much broader segment of society, that the thrust to eliminate sex bias and stereotyping will hopefully cause vocational education to become more open and accepting in both programs and staffing, and that research has a tremendous challenge in providing the understanding and knowledge needed to channel change. (TA)

WE 003 925

Hyde, Janet S. Schuck, John R.
The Development of Sex Differences in Aggression: A Revised Model.
Pub Date—Aug 77
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUN78; ED 149 199
Descriptors—*Aggression, *Attribution Theory, Child Psychology, Developmental Psychology, Environmental Influences, Learning Theories, Reinforcement, *Sex Differences, Sex Role, *Socialization

In response to Maccoby and Jacklin's (1974) conclusion that sex differences in aggression must be biological in origin, we suggest alternative social-learning mechanisms to explain the differences. These mechanisms include: (1) punishment for aggression increases aggression in boys, particularly because boys do not identify with the punisher; (2) boys receive sensitization training, while girls receive induction training; (3) boys receive more rewards for aggression; and (4) girls receive verbal sex-role training that discourages aggression while boys receive verbal sex-role training that encourages it. These hypotheses were tested with observations of 1,147 aggressive acts of 157 children in nine preschool and kindergarten classrooms. All of the hypotheses received support except the induction hypothesis and the verbal sex-role training hypothesis. (Author)

WE 003 926

Bardwick, Judith M.
Some Aspects of Women's Relationships with Women.
Pub Date—Aug 77
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUN78; ED 149 211
Descriptors—*Behavior Patterns, Childhood Friendship, *Females, Feminism, *Friendship, *Interpersonal Relationship, *Peer Relationship, Sex Differences, Social Attitudes

Feminist awareness of sexism is leading to a re-evaluation of the importance of women's relationships with each other and to a new awareness that in those relationships there is an enormous potential for mutual support. But women's relationships with women have not only been based on the unconscious assumption of a shared second rate status, they have also characteristically fused intimacy and mistrust. Women have tended to neither respect nor trust other women. The author sees this mistrust as originating in childhood, where girls' and boys' friendship patterns differ greatly. Boys are substitutable for each other. They form a group or pool of friends, and if one is rejected it is usually for his inability to bat, run, or perform well in a particular game. Girls, however, form dyads which reject other girls totally. This sometimes crushing personal rejection helps shape women's ways of relating in adult life. (Author/BP)

WE 003 927

Betz, Nancy E.
Math Anxiety: What Is It?
Pub Date—Aug 77
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUN78; ED 149 220
Descriptors—Achievement Tests, College Students, Grades (Scholastic), Higher Education, *Predictor Variables, Sex Differences, *Student Attitudes
Identifiers—*Mathematics Anxiety

While much progress has been made in treating math anxiety, little is yet known about its causes, correlates or effects. The present study examined factors related to the prevalence and intensity of math anxiety in college students and the extent to which math anxiety is predictive of math course grades. The 655 subjects were obtained from two math courses and one psychology course at Ohio State University. Results indicated that math anxiety occurs frequently among college students, and that it is more likely to occur among women than among men and among students with inadequate high school math backgrounds. Higher levels of math anxiety were related to lower mathematics achievement test scores, higher levels of test anxiety and higher levels of trait anxiety. Students reporting confidence in their ability to learn math and who perceived their parents and teachers as having positive attitudes toward math tended to report lower levels of math anxiety. Math anxiety was not a significant predictor of grades in math courses. However, it was the second strongest predictor (after ACT Math subtest scores) in one subject group and for females in the other subject group. (Author)

WE 003 928

Suziedelis, Antanas
Differentiation of "Masculine" and "Feminine" Among Adolescent Girls.
Pub Date—26 Aug 77
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUN78; ED 149 230
Descriptors—Adolescents, *Females, Human Development, Individual Psychology, Males, Personality Studies, *Self Concept, Sex Differences, Sex Role
Identifiers—*Femininity, *Masculinity, Sex Identity

This paper demonstrates the usefulness of distinguishing various aspects of masculinity and femininity in the study of sex roles among adolescents. Subjects, a national sample of boys and girls aged 12-16, were individually administered direct questions, checklists, rating scales, and symbolic and projective items. Results were as follows: (1) Finer differentiation occurs in sets of those characteristics that are typically ascribed to the opposite sex. (2) Girls are higher on Intimacy and Sociability scores, but especially high on Intimacy subscores. (3) Within each sex, subscores of masculinity and femininity are correlated significantly and differentially with other sex role identification and adoption indices based on less direct symbolic and projective materials. (4) Girls, more than boys, tend to "genderize" the world around them. Findings suggest that there may be very different patterns or levels of integration of the masculine and the feminine, of the agentic and the communal. The author concludes that refined and differentiated measures of masculinity and femininity are needed. (Author/JLL)

WE 003 929

Williams, Juanita H.
Variables in Research on the Psychology of Women.
Pub Date—27 Aug 77
Note—13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUN78; ED 149 232

Descriptors—Behavior Theories, Biology, Cultural Factors, Cultural Opportunities, *Females, *Life Style, *Personality, *Sex Role, *Socialization, State of the Art Reviews, *Womens Studies

This paper argues that understanding women requires attention to four large classes of variables: biology, socialization, life chances, and personality. The implications of these variables are discussed. Emphasis is placed on intrasex variability, and on the need to study women as women, not in contrast to men. It is pointed out that female behavior and personality are affected by cultural expectations, which vary greatly around the world. Care must be taken, therefore, not to create new myths by making generalizations based on samples from only a few familiar societies. (Author)

WE 003 930

Baird, Leonard L.

Men and Women College Seniors' Images of Five Careers.

Pub Date—[76]

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 235

Descriptors—*Career Choice, College Students, Females, Lawyers, Males, Physicians, *Professional Occupations, Questionnaires, *Student Attitudes, Teachers, *Vocational Counseling

A large national sample of men and women college seniors were asked for their perceptions of five careers: medicine, law, college teaching and research, elementary and senior school teaching, and business. The responses of men and women seniors to 18 items repeated for each field showed that they held different images of these fields. The images are described and compared. The most striking findings are that women find school teaching more appealing and challenging than do men, in most respects, and that women seem to have a less favorable image of college teaching, law, and medicine–especially because law and medicine require spending time away from one's family. The implications of the results for individual decision making and the needs for better vocational information and counseling are discussed. (Author)

WE 003 931

Brush, Lorelei R.

A Path Analytic Explanation of the Lower Participation Rates of Women in College Physical Science.

Pub Date—14 Apr 77

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 237

Descriptors—Ability, College Students, Females, Males, *Participation, *Science Courses, Sex Differences, Social Science Research, Student Attitudes, *Womens Education

Two studies used a structural equation model to examine the relationship between gender and participation in college mathematics, physics, and chemistry courses. The intervening variables under scrutiny were ability scores, attitudes toward mathematics and mathematicians, and expectations of future performance in physical science courses. The paths which best explained the connection were (1) Sex/Ability/Expectations/Participation, and (2) Sex/Ability/Attitudes/ Expectations/Participation. In no case was gender a direct cause of participation, but in all cases explanatory paths involved variables influenced by the process of socialization. Thus, to increase women's participation, this model suggests that interventions oriented toward giving them more skills, creating more positive attitudes and creating higher expectations would all be effective. (Author)

WE 003 932

Etaugh, Claire

Differential Socialization of Girls and Boys by Parents and Teachers.

Pub Date—Aug 77

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 249

Descriptors—Behavior Development, Literature Reviews, *Parent Influence, Sex Differences, Sex Stereotypes, Social Development, *Socialization, *Teacher Influence

Differences between males and females have been documented for a number of behaviors. Among the environmental determinants of the development of behavioral sex differences is differential treatment of girls and boys by their parents and teachers. This paper reviews and comments on the research literature concerning differential socialization of the sexes. Areas covered include vocalization, social and affectional interactions, motor stimulation, dependency, aggression, sex-typed interests and activities, discipline, and achievement. It is noted that more information on differential treatment of girls and boys is needed for older children, for fathers, and for lower-class families. (Author)

WE 003 933

Metz, Susan Ellen Shapiro

Sex Roles in Reading Materials: Effects on Children's Reading Comprehension and Interest.

Pub Date—Jan 78

Note—118p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Data Base ID—RIEJUN78; ED 149 299

Descriptors—Elementary School Students, Grade 5, Intermediate Grades, Masters Theses, *Reading Comprehension, *Reading Interests, Reading Materials, Reading Research, Sex Differences

Identifiers—*Sex Role Stereotypes

Fifty-one fifth grade girls and 50 fifth grade boys participated in a study of the effects, on interest and comprehension, of stereotyped and nonstereotyped sex roles in reading materials. Reading materials consisted of eight 450-word stories about a main character who was either a pilot or a ballet dancer. Two plots were written for each occupation and versions of each plot were prepared with male and female main characters. Each child completed comprehension and interest measures for two stories. Among the findings were that the sex of the characters did not affect comprehension; boys preferred to read about masculine roles, regardless of character sex; girls preferred to read about either sex in feminine roles and about females in masculine roles; girls and boys found stories about females in masculine roles equally and highly interesting; the exclusion of stereotyped sex roles was detrimental to girls' interest in the materials; and character role was more important than character sex in influencing the reading interests of fifth graders. (AA)

WE 003 934

Jaffe, Joan F.

The Hidden Minorities: Sex and Race Are Not Enough.

Pub Date—Nov 77

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 379

Descriptors—Adolescent Literature, Attitudes, Bibliographic Citations, Bibliographies, *Childrens Books, Childrens Literature, Educational Objectives, Elementary Secondary Education, *Family Life, *Handicapped, Instructional Materials, *Life Style, Minority Groups, *Older Adults, *Reading Material Selection, Stereotypes

The purpose of this paper is to increase teachers' awareness of the problems of three "hidden minorities"–the handicapped, the aging, and families with nontraditional life styles–and to point out ways in which teachers can help students learn to deal fairly and realistically with persons in these groups. For each of the three minority groups, the paper discusses general problems of its members, points to common stereotypes, indicates the need for educational materials that deal with it in a positive manner, and describes books for children and adolescents that feature members of that minority in a realistic manner. The paper notes that such books are conspicuously absent from listings of children's favorite books and urges teachers to direct students' attention to books of this kind. A bibliography of recommended books, grouped according to the hidden minority with which they deal, is included. (GW)

WE 003 935

Pancrazio, Sally Bulkley

Ms. Administrator and the School Boards or Should School Boards Hire Lady Bosses?

Pub Date—[77]

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 437

Descriptors—*Administrative Personnel, Affirmative Action, *Boards of Education, *Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), Personnel Data, Salaries, School Statistics, Sex Discrimination, Tables (Data), Working Women

Identifiers—Illinois

Women account for 63 percent of the teaching force but only 8 percent of the total general administrative positions in downstate Illinois schools. Since 1950, women's presence in administrative positions has declined, especially in regard to the elementary principalship. Women administrators tend to be older, with more experience, and earn lower salaries than their male counterparts. When candidates for administrative positions are restricted to one sex, there is no way of knowing that the best person for the job will be selected. As part of responsible citizen behavior, school board members must take positive steps to ensure that Illinois schools are staffed by the most competent, qualified, and talented people. Selecting the administrators of Illinois schools is too important to be left to irrelevant factors like gender. (Author/MLF)

WE 003 936

Dee, Joan M.

The Managerial Mystique: Obstacle or Opportunity?

Pub Date—[77]

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 457

Descriptors—*Administrative Personnel, Affirmative Action, Educational Accountability, Educational Administration, Educational History, Elementary Secondary Education, *Equal Opportunities (Jobs), Feminism, *Leadership Styles, Management Education, Mathematical Experience, Power Structure, Role Perception, Sex Differences, Sex Discrimination, Social Change, Working Women

The managerial mystique is built around a core that is mathematical in rationale, steeped in business jargon, male in orientation, and predicated on assumptions about power relationships. To the extent that it is all of these, it is an obstacle to women. Tracing the history of managerial inroads into education and reviewing recent research related to the training of women for professional and leadership roles reveal that the form of the mystique is changing. This is a result of changing social and political factors including affirmative action programs and the increase in the number of women holding elective office. The evolutionary process continues. The shift is in a direction more compatible with the skills and knowledge women can expect to bring to the managerial arena. To participate in the change, however, women must also be knowledgeable and comfortable in dealing with the current set of rules. (Author)

WE 003 937

Paddock, Susan

Careers in Educational Administration: Are Women the Exception?

Oregon Univ., Eugene. Center for Educational Policy and Management.

Pub Date—Jan 78

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 468

Descriptors—Administrative Personnel, *Administrator Characteristics, Career Ladders, Comparative Analysis, *Educational Administration, Elementary Secondary Education, *Females, Marital Status, Occupational Surveys, Principals, Race, Role Conflict, School Superintendents, Sex Differences, Sex Discrimination, Sex Role, Work Attitudes, Working Women

Identifiers—Sex Equity in Educational Leadership Project

Fifty percent (260) of the women in the United States identified as holding positions of superintendents, assistant/associate superintendents, and high school principals responded to questionnaires concerning career contingencies, career patterns, and career attitudes. Based on data from previous studies of men administrators, the women were, as a group, more heterogeneous as revealed by the informal career attributes of marital status, race, religion, and politics. Women have less geographical mobility than men. More women have only a bachelor's degree; however, more women superintendents (33 percent) than men superintendents (12 percent) have obtained doctorates. Women entered teaching earlier than did men, but their teaching careers were often discontinuous. Further, women decided to enter administration and to seek advanced degrees when they were older than their male counterparts. Women find job characteristics more important than position title or salary, and experience higher job satisfaction than men. (Author/MLF)

WE 003 938

Stockard, Jean

Public Prejudice Against Women School Administrators: Fact or Fiction?

Oregon Univ., Eugene. Center for Educational Policy and Management.

Pub Date—77

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 469

Descriptors—*Administrative Personnel, *Educational Administration, Elementary Secondary Education, *Females, Principals, *Public Opinion, School Superintendents, Sex Discrimination, Sex Stereotypes, State Surveys, Tables (Data), Working Women

Identifiers—Oregon, *Sex Bias, Sex Equity in Educational Leadership Project

The possibility that the general public does not support women being school administrators is explored by reviewing the results of earlier studies and reporting the results of a survey of adults in Oregon. The vast majority of a sample of 824 adults approve of women being school administrators. The younger and higher status respondents are more likely to be supportive, as are the respondents who have children in school or have known a woman administrator. Home owners are slightly less supportive, although a majority of them still favor women in administration. There are no differences in the support of people with different political affiliations or likelihood to vote. The respondents are more likely to approve of women being elementary principals than their being secondary principals or school superintendents. It is suggested that school officials, members of school boards, and school administrators have overestimated the amount of public resistence to women assuming school administration posts and that the public in both Oregon and other states is indeed ready to approve women entering school administration. (Author/MLF)

WE 003 939

Sex Equity in Educational Leadership. Report of a Conference (Eugene, Oregon, April 15–17, 1977).

Oregon Univ., Eugene. Center for Educational Policy and Management.

Pub Date—Apr 77

Note—109p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Data Base ID—RIEJUN78; ED 149 470

Descriptors—*Administrative Personnel, Administrator Responsibility, Affirmative Action, Conference Reports, Educational Administration, Elementary Secondary Education, *Equal Opportunities (Jobs), Federal Legislation, *Females, *Leadership, Resource Materials, Sex Discrimination, *Sex Role, Sex Stereotypes, Working Women, Work Simplification

Identifiers—Education Amendments 1972 Title IX, Sex Equity in Educational Leadership Project, *Sexual Equality, *Title IX Education Amendments 1972

As part of its attempt to develop a model program for increasing sex equity among school administrators, the Sex Equity in Educational Leadership Project (SEEL) hosted a weekend conference for 150 Oregon educators. Conference activities documented in the first four chapters of this report include summaries of the workshops on Administration As a Career Choice, Legal Issues of Title IX, Sex Roles and Teaching in Elementary and Secondary Schools, Developing Support Groups, Restructuring Jobs, and a session on Androgenous Leadership. The fifth chapter is an evaluation of the conference based on information gathered from questionnaires and post-conference interviews. Various documents and supporting materials are in the sixth chapter. A summary is given of the keynote address by Aileen Hernandez, San Francisco Public Schools Commissioner. (MLF)

WE 003 940

The Time Is Now. Wanted: More Women.

National Council of Administrative Women in Education, Washington, D.C.

Pub Date—77

Note—41p.

Available from—National Council of Administrative Women in Education, 1815 Fort Myer Drive North, Arlington, Virginia 22209 ($3.00, quantity discounts; postage paid on prepaid cash orders)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUN78; ED 149 471

Descriptors—*Administrative Personnel, Affirmative Action, *Change Strategies, *Educational Administration, Elementary Secondary Education, *Equal Opportunities (Jobs), *Females, Higher Education, Leadership Qualities, Management Development, *Sex Discrimination, Sex Role, Sex Stereotypes, Social Change, Staff Improvement, Working Women

Identifiers—Education Amendments 1972 Title IX, Title IX Education Amendments 1972

This publication of six speeches, presented at the 62nd Annual Meeting of the National Council of Administrative Women in Education (NCAWE), February 1977, is intended to provide both information and inspiration for enabling women and men to channel their talents and energy into social action that will be geared toward achieving equity for women. Virginia Y. Trotter contends that women's aspirations and abilities are untapped. Joan Abramson focuses on higher education in citing denials of justice to women. Carrie Ayers Haynes describes her successful attempt in humanizing school management at an elementary school. Dorothy R. Godfrey poses the questions of what women can do to assure justice for American women, how they can become agents of change, and what women are doing about building support groups. Maxine Buie Mimms presents a model for power among administrative women in education. Mabelle G. McCullough discusses the status of women administrators and suggests activities NCAWE can take to increase its impact on behalf of women administrators. (MLF)

WE 003 941

Scott, Elizabeth L.

Higher Education Salary Evaluation Kit.

American Association of Univ. Professors, Washington, D.C.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—77

Note—62p.

Available from—American Association of University Professors, One Dupont Circle, Suite 500, Washington, DC 20036 ($1.25)

Data Base ID—RIEJUN78; ED 149 646

Descriptors—Caucasians, *College Faculty, Comparative Analysis, Costs, *Equal Opportunities (Jobs), Females, Higher Education, Males, Measurement Techniques, Minority Groups, Predictive Measurement, *Salary Differentials, Statistical Analysis, *Teacher Salaries, Women Professors

The kit is the result of a study undertaken to provide a method for flagging women and minority faculty members whose salaries appear to be low compared to the salaries of white males in the same faculty who have the same attributes and experience. The recommended method also provides an estimate of what the woman's or minority individual's salary would be if they were a white male with the same attributes and experience. The results and costs of several other methods are compared. Statistical methods and calculations are provided, as are examples. (MSE)

WE 003 942

International Directory of Women's Development Organizations.

Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.

Contract—AID-ta-c-1176

Pub Date—77

Note—361p.

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Data Base ID—RIEJUN78; ED 149 736

Descriptors—Civil Rights, Communication (Thought Transfer), Developed Nations, Developing Nations, *Directories, Economics, *Females, *Feminism, Health Services, *International Organizations, International Relations, Professional Associations, Resource Guides, Womens Education

This directory of women's groups is designed to provide basic contacts for communication among women's organizations, resource groups, and the international development community. Questionnaires were sent to organizations that contribute in some way to the social and economic process. Activities are listed for 289 local and national organizations in the following areas: (1) education; (2) health care; (3) home and neighborhood; (4) economics and trade; (5) civil and political rights; (6) rural, agricultural, and environmental concerns; (7) professional groups; and (8) communication and the arts. Also included for each organization are the date of founding, language(s), address and telephone number, and names of the principal officers. Resource organizations included are not always women's groups, but they can be helpful to women's organizations in various ways. Similar information is provided for regional and worldwide women's organizations, as well as a brief directory of international resource groups. (AWP)

WE 003 943

Advisory List of Instructional Media for Reduction of Sex Bias.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.

Pub Date—77

Note—29p.; For related documents, see ED 149 742-761

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEJUN78; ED 149 755

Descriptors—*Annotated Bibliographies, Book Reviews, Elementary Grades, *Instructional Media, Library Collections, Primary Grades, School Libraries, Secondary Grades, *Sex Role

Identifiers—Sex Bias

Instructional media appropriate to schools' efforts to reduce sex bias are described in this advisory list. Entries were selected from those materials submitted by publishers which received favorable reviews by educators. Most materials were evaluated by members of the Raleigh, North Carolina chapter of the National Organization for Women. Materials range from primary to senior high school grade levels, and are arranged in three categories: biographies; history, sociology, and biology of sex roles; and curriculum materials illustrating balanced sex roles. Books, films, posters, slide sets, and filmstrips are included. Entries include citation, price if available, grade level, and annotation. (Author/KP)

WE 003 944

Grossman, Allyson Sherman

Children of Working Mothers, March 1976. Special Labor Force Report 205.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—Mar 76

Journal Cit—Monthly Labor Review; p41-44 June 1977

Note—8p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 853

Descriptors—Comparative Analysis, Day Care Services, Demography, Employment Statistics, Ethnic Groups, Family Characteristics, Family Income, Fatherless Family, Mothers, Racial Characteristics, Socioeconomic Influences, *Trend Analysis, *Working Parents, Working Women

This paper presents a survey of the number of mothers with children under age 17 who were in the work force in 1976. The paper surveys various factors which influence these statistics: age of children, socioeconomic factors, ethnic and racial characteristics, family size, family income and the availability of child care services. The statistics for 1976 are compared to data from previous years. Tables are provided to illustrate the statistics presented in the paper. (BD)

WE 003 945

Working Mothers and Their Children.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date—77

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 862

Descriptors—Age, Census Figures, Child Care, *Employment Patterns, Family Income, Marital Status, Minority Groups, Mothers, Occupations, Unemployment, Work Experience, *Working Parents, Working Women

This booklet contains government compiled statistics on various aspects of maternal employment. Figures are presented for numbers of working mothers broken down by marital status and ages of children and for numbers of minority working mothers broken down by marital status and ages of children. Statistical trends in labor force participation are presented for the working mothers' age, work experience, rate of unemployment, and occupational distribution. Data are also presented on income level of husbands, number of children, and types of child care arrangements. (JMB)

WE 003 946

Spanish Speaking Women and Higher Education: A Review of Their Current Status. Minority Women and Higher Education #2.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Pub Date—Mar 75

Note—6p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 14[illegible] [illegible]45

Descriptors—*Academic Achievement, Census Figures, *Economic Status, Educational Background, *Educational Status Comparison, *Females, Higher Education, Income, Mexican Americans, Occupations, Puerto Ricans, *Spanish Speaking, Working Women

Identifiers—Chicanas

Educators are increasingly seeking information about minority women as they attempt to develop realistic, viable programs to benefit them. This paper summarizes some of the relevant data concerning the educational and economic status of Spanish speaking women. Whenever possible, ethnic variations are noted. In general, the data are divided into the following three categories: Mexican American, Puerto Rican, and Other Spanish Origin. Six consulting agencies and Spanish speaking women's rights organizations which may be able to provide information or professional services to academic institutions are listed. According to the March 1973 census data, about 5.4 million of the 10.6 million Spanish speaking people in the United States were female. Very few of these women were highly educated. As of March 1973, the median number of years of education for all Spanish speaking women (14 years or over) was only 9.7. Of all Spanish speaking women 14 years or over, 5.9% had from one to three years of college. In all only 2.7% had completed four years of college in 1973. Of the 486,221 college and university teachers reported in the 1970 Census, only 3,159 were women of Spanish origin. In March 1973, 40% of all Spanish origin women over 15 years of age were in the paid labor force. The majority of these were employed as "operatives" or in clerical or service jobs. Only 6.8% had professional or technical jobs; 3.6% held nonfarm managerial or administrative jobs. (NQ)

WE 003 947

Kreinberg, Nancy

I'm Madly in Love with Electricity and Other Comments About Their Work by Women in Science and Engineering.

California Univ., Berkeley. Lawrence Hall of Science.

Pub Date—77

Note—37p.

Available from—Lawrence Hall of Science, University of California, Berkeley, California 94720 (single copies free to individuals, $1.00 ea. to institutions)

Data Base ID—RIEJUN78; ED 149 959

Descriptors—Career Awareness, *Career Opportunities, *Engineers, *Mathematicians, *Scientists, Working Women

Identifiers—*Nontraditional Career Choice

The purpose of this publication is to stimulate interest in science and engineering careers in young women. Questionnaires were mailed to 450 women scientists and engineers in the San Francisco Bay Area, asking their assistance in developing a booklet to encourage young women toward scientific and mathematical studies. One hundred sixty women responded to the questionnaire which asked them to describe their work, including a typical day's activities. Questions included were: (1) Are the opportunities in your field expanding or are they limited; (2) What are the difficulties or drawbacks of being a woman in your field; and (3) Do you feel there is room for you to grow and advance in your present job? The personal and individualistic reponses incorporated into this publication in many places should prove helpful to guidance counselors, career education specialists, and to both female and male students who are inclined towards such careers. (MR)

WE 003 948

de Wolf, Virginia A.

High School Mathematics Preparation and Sex Differences in Quantitative Abilities.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—EAC-R-77-17

Pub Date—77

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 149 968

Descriptors—*Achievement, Cognitive Ability, Curriculum Evaluation, Educational Background, Grades (Scholastic), High School Students, *Mathematics Education, Mechanical Skills, Sex Differences, Testing

Identifiers—Spatial Relations

A sample of 2,093 students was randomly selected from all Washington State high school juniors taking a pre-college test battery in 1973. For the entire sample "t" tests indicated males took significantly more mathematics and scored higher than females on quantitative, spatial, and mechanical tests, while females had significantly higher mathematics grades. However, after controlling for type of mathematics coursework taken, sex differences disappeared on two of the four quantitative tests and on spatial ability. (Author)

WE 003 949

Fischer, L. Cheyne, J. A.

Sex Roles: Biological and Cultural Interactions as Found in Social Science Research and Ontario Educational Media.

Spons Agency—Ontario Ministry of Education, Toronto.

Report No.—ON00629

Pub Date—77

Note—369p.

Available from—Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($3.50 paperbound)

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Data Base ID—RIEJUN78; ED 150 077

Descriptors—Academic Ability, Academic Achievement, Administrator Attitudes, Annotated Bibliographies, Biological Influences, Childrens Literature, Cognitive Ability, *Comparative Education, Cultural Background, Cultural Factors, Curriculum Evaluation, Educational Television, Instructional Media, Literature, School Attitudes, Sex (Characteristics), *Sex Differences, Social Behavior, Socialization, Social Science Research, Student Attitudes, Student Behavior, Teacher Attitudes, Teacher Behavior, Textbook Bias, Textbook Evaluation, Textbooks, Verbal Ability

Identifiers—Ontario, *Sex Role Stereotypes

The purpose of this study was to answer the following questions: (1) In what areas are sex differences supported by research? (2) To what extent are these sex differences caused by biological differences, by differences in socialization, or by differing opportunities? (3) In what way are educators reinforcing sex role stereotypes? In order to determine the influence of educators in the sex role socialization process, the social science literature on the topic was reviewed, and original research was done on the content of textbooks in Ontario. The other two questions were answered through reviews of recent literature. This study concludes that while some sex differences were found in cognitive functioning, aptitudes, and preferences, many of these were not statistically supported until ages 10, 11, and some not until early adolescence. This suggests that schools may be influencing this development. The evidence of stereotyping done by teachers is slight and contradictory; however, evidence does exist for stereotyped content in books and other educational media. In sum, there are many widely held beliefs about sex differences which are not consistently supported by evidence. Annotated bibliographies are included. (Author/JK)

WE 003 950

Schniedewind, Nancy

Integrating Personal and Social Change in Teacher Training: A Project Report.

Pub Date—[75]

Note—16p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 150 095

Descriptors—*Change Strategies, Conceptual Schemes, Course Evaluation, *Inservice Teacher Education, Learning Processes, Locus of Control, Models, *Personal Values, *Racial Discrimination, *Sex Discrimination, *Social Values

The author presents an evaluation of an inservice course on "Classroom Strategies for Dealing with Racism and Sexism" which sought to foster both personal and societal change. The training model, containing four main elements (personal power, group support, critical awareness, and action) was compared to a control model focusing on the analysis and modification of teaching behavior, involving evaluation techniques, conferencing skills, human relations, and microteaching. Results from the evaluation of program participants are presented, indicating significant increase in all four elements of the personal/social change model. The theoretical speculation that the course catalyzed an integration of personal and social change is collaborated by practical evidence. The findings suggest that teacher educators can effectively catalyze teachers' capacities to understand and encourage change on both a personal and societal level. (MJB)

WE 003 951

Murray, Mimi

Sport as a Developmental Experience for Girls.

Pub Date—4 Mar 78

Note—17p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUN78; ED 150 146

Descriptors—*Achievement, Affective Behavior, Athletics, Educational Objectives, Elementary School Students, *Females, *Physical Education, *Socialization, Social Values

The author examines (1) sport as a medium for attitude learning, (2) achievement as an attitude to be modified in girls, and (3) educational sport as a teaching model through which achievement attitudes in elementary school girls can be affected. Sport is seen as an ideal mechanism for attitude change since it has all the characteristics of a social system without the reality consequences. Achievement is recognized as an attitude needing further development in girls due to its value in society and the greater emphasis (in the socialization process) on male achievement rather than female achievement. A teaching model–educational sport–is developed to promote cognitive, affective, and psychomotor learning. Nine specific practical techniques are presented for use in educational sports. A bibliography of 112 citations is appended. (MJB)

WE 003 952

Evertson, Carolyn M. And Others

Relationships of Grade, Sex, and Teacher Rankings to Coder Ratings on a Checklist of Student Behaviors.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—UTR&D-R-75-25

Contract—NIE-C-74-0089; OEC-6-10-108

Pub Date—75

Note—56p.; For related documents, see ED 121 799 and 150 156

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUN78; ED 150 160

Descriptors—Academic Achievement, Age Differences, *Behavior Rating Scales, Codification, Elementary School Students, Elementary School Teachers, Interaction Process Analysis, Reliability, Sex Differences, *Student Behavior, Student Characteristics, *Student Evaluation, Student Teacher Relationship, *Teacher Attitudes

Identifiers—*Student Attribute Study

Findings from the Student Attribute Study, a two-year investigation designed to identify student characteristics and behaviors related to teacher expectations and attitudes are reported. Children in grades two through five who received consistent teacher rankings over a two-year period on one or more of 13 bi-polar scales describing student characteristics were identified. At the end of the second year, classroom observers completed a behavior check list on the target students they observed. Check list items were analyzed by grade and sex as well as for high, medium, or low teacher rankings on the 13 scales. The results revealed more overt classroom misbehavior attributed to boys than girls. Although few interpretable grade effects appeared, they generally supported the idea that sassing and other negative behaviors decrease with age. In general, the check list data support other data from the study showing that students ranked high on teacher concern but low on the other 12 scales were described more negatively by coders than students ranked favorably by the teachers. Although there were obvious halo effects in the teacher rankings, the rankings were generally accurate. (Author/MV)

WE 003 953

Peng, Samuel S.

Some Trends in the Entry to Higher Education: A Comparison between NLS and Project TALENT.

Pub Date—Sep 76

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUN78; ED 150 182

Descriptors—Academic Ability, *College Admission, Colleges, Compensatory Education Programs, Disadvantaged Youth, *Enrollment Trends, High School Graduates, Junior Colleges, *Longitudinal Studies, National Surveys, Post Secondary Education, Racial Differences, Sex Differences, Social Differences, Socioeconomic Influences, Universities

Identifiers—*National Longitudinal Study High School Class 1972, *Project Talent

Using data from the Project Talent study of the high school class of 1961 and the National Longitudinal Study of the high school class of 1972 (NLS), current patterns of enrollment in post secondary education were compared with patterns of ten years ago. Differences in college entry rates were examined among groups defined by sex, ability, ethnic and socioeconomic background. Increases or decreases in the differences were also noted. The results indicated that the rate of entry into four-year institutions has declined, but the rate of entry into two-year colleges has increased; and while the combined overall college-going rate has increased for women, there appeared to be no substantial changes for men. It was also revealed that sex and socioeconomic status (SES) differences in college entry have been reduced and that racial differences could be explained largely on the basis of differences in academic ability and SES among the racial groups. Within this context, some progress in achieving equality of educational opportunity seems to have been made. However, there has been a large decline in college entry among highly able students, particularly for men. Brief descriptions of Project Talent and the NLS are appended. (Author/MV)

WE 003 954

Assessment in a Pluralistic Society.

Educational Testing Service, Princeton, N.J.

Pub Date—73

Note—139p.

Available from—Invitational Conference, Educational Testing Service, Princeton, New Jersey 08541 ($5.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUN78; ED 150 189

Descriptors—Academic Ability, Achievement Tests, Awards, Biological Influences, Black Colleges, Black Studies, Cognitive Development, Compensatory Education Programs, Conference Reports, Cultural Differences, *Cultural Pluralism, Disadvantaged Youth, Early Childhood Education, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, Group Norms, Higher Education, *Intelligence Differences, Mathematics, *Nature Nurture Controversy, Racial Differences, Sex Differences, Social Differences, Social Influences, Test Bias, *Testing Problems, Testing Programs, Test Interpretation, Test Reliability, Test Validity, Verbal Ability

Robert L. Thorndike was awarded the Educational Testing Service (ETS) Measurement Award at the 1972 ETS Invitational Conference. In "Heredity, Environment, and Class or Ethnic Differences," J. McV. Hunt addressed several fundamental questions pertaining to the hereditary and environmental influences of the observed social class and ethnic differences on intelligence and scholastic achievement tests. Eleanor E. Maccoby and Carol Nagy Jacklin, in "Sex Differences in Intellectual Functioning," summarized the current state of knowledge regarding sex differneces in verbal, mathematical, and spatial abilities. In his paper on "Implications of Group Differences for Test Interpretation," Lloyd G. Humphreys examined the concept of test fairness. Charles V. Willie discussed the previous papers in "A Theoretical Approach to Cultural and Biological Differences." In "Recycling the Problems in Testing," Henry S. Dyer observed that much of the misuse of tests arises from the diverse perceptions held by makers, givers, takers, and users of tests. The afternoon session focused on educational implementation: Irving E. Sigel spoke on "Where is Preschool Education Going: Or Are We En Route Without a Road Map?," and Benjamin F. Payton discussed "Black Colleges and Black Studies." (BW)

WE 003 955

Jelinek, Mariann

Career Management and Women.

Pub Date—3 Jun 77

Note—21p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUL78; ED 150 272

Descriptors—Administrative Personnel, Behavior Patterns, *Employment Patterns, Equal Opportunities (Jobs), Family Background, *Females, Individual Characteristics, *Management Development, Management Education, Research Methodology, *Research Needs, Research Problems, Role Conflict, Role Models, Role Perception, Sex Discrimination, Sex Role, Sex Stereotypes, Trend Analysis, Vocational Development, *Working Women

Until recently, research on management and careers typically examined white, middle-class male subjects. Patterns, norms, and career problems brought to light by this research are not necessarily applicable to wider populations. When studies on women did appear, at first they were typically more polemical than scientific; they sought to prove discrimination. More recent research takes a broader more useful view of the underlying mechanisms of career management. Attention to multiple roles and sequential careers has suggested a far more complex and sophisticated view of careers, as well as valuable insights applicable to both sexes. More research and more information are needed to flesh out the new conceptual models being formed, in particular, more investigations of role-conflict in men; more thoughtful considerations of nontraditional career patterns-which may be more common than uncommon; and continued careful re-examination of stereotypes and assumptions in explaining adult career paths. The outcome of such research will undoubtedly be much better managers at all levels, for both male and female, and better use of the scarcest resource of competent human beings. (Author/TA)

WE 003 956

Crawford, George   Miskel, Cecil
Experience Based Career Education at Wichita East High School: A Third Party Evaluation.
Wichita Public Schools, Kans.
Pub Date—[77]
Note—40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUL78; ED 150 285
Descriptors—Academic Achievement, *Career Education, Career Exploration, Educational Objectives, *Experiential Learning, Parent Attitudes, *Program Effectiveness, Program Evaluation, *School Community Cooperation, Senior High Schools, Sex Discrimination, Skill Development, Student Attitudes, Student Characteristics, Student Improvement, *Vocational Development, *Work Experience Programs
Identifiers—*Experience Based Career Education, Kansas (Wichita)

The third-party evaluation presents assessment of the first cycle of operation of the Experience Based Career Education (EBCE) at Wichita East High School. Twenty-two process objectives and twelve outcome objectives were evaluated with either a nominal (yes/no) assessment of status, or a descriptive (statistical/narrative) assessment of status, as determined by interviews with program personnel, examination of project records, and administration of appropriate instruments. A pre- posttest design was used to assess outcome objectives achievement associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering checklist/open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Pre- posttest EBCE/control results are provided for the Differential Aptitude Test, the Career Development Inventory, the Coopersmith Self-Esteem Inventory, and on the sex-role socialization questionnaire. Results of the parent evaluation, student evaluation resource surveys, and interviews conducted with resource persons at the work site are reported. It was concluded that process and outcome objectives were substantially accomplished. (Appendixes contain detailed descriptions of procedures and data for five outcome objectives.) (TA)

WE 003 957

Strandmark, John F.   And Others
Building Experience-Based Career Education: First Year Evaluation Report, 1976-1977.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Philadelphia School District, Pa.
Grant—J03-76-00230-502
Pub Date—25 Aug 77
Note—123p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEJUL78; ED 150 294
Descriptors—Academic Achievement, *Career Education, Career Exploration, Educational Objectives, *Experiential Learning, Parent Attitudes, Program Administration, Program Descriptions, *Program Effectiveness, *School Community Cooperation, Senior High Schools, Skill Development, Student Attitudes, Student Characteristics, Student Improvement, Teacher Attitudes, *Vocational Development, *Work Experience Programs
Identifiers—*Experience Based Career Education, Pennsylvania (Philadelphia), Sex Role Stereotypes

A third-party evaluation was conducted of the first year of the Building Experience-Based Career Education project (BEBCE). BEBCE is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Philadelphia and to assist high school students in successful transition to adulthood. Career development, life skills, and basic skills are emphasized as well as extensive student exposure and experience in community learning sites. Student growth is facilitated primarily through seven individualized learning activities: career explorations, investigations, projects, life competencies, student journals, employer seminars, and term papers. Data is provided concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, implementation of learning activities), and concerning student outcomes and participant perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. Recommendations made included the following: increase nontraditional career opportunities and role models for students and provide additional staff training in sex fairness and in individualization of instruction. (TA)

WE 003 958

Buttram, Joan L.   Blair, Mark W.
ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report.
Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Prince William County School Board, Manassas, Va.
Grant—JO3-7600227
Pub Date—15 Aug 77
Note—154p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Data Base ID—RIEJUL78; ED 150 295
Descriptors—Academic Achievement, *Career Education, Career Exploration, Educational Objectives, *Experiential Learning, Parent Attitudes, Program Administration, Program Descriptions, *Program Effectiveness, *School Community Cooperation, Senior High Schools, Sex Stereotypes, Skill Development, Student Attitudes, Student Characteristics, Student Improvement, Teacher Attitudes, Vocational Development, *Work Experience Programs
Identifiers—*Experience Based Career Education, Virginia (Prince William County)

A third-party evaluation was conducted of the first year of the Exploring Careers through Experiential Learning project (ExCEL). ExCEL is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Prince William County, Virginia, and to assist high school students in successful transition to adulthood. Career development, life skills, and basic skills are emphasized as well as extensive student exposure and experience in community learning sites. Student growth is facilitated primarily through six student learning activities: career explorations, learning levels, life skills projects, functional competencies, student journals, and employer seminars and sponsored field trips. Data was collected concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, and implementation of learning activities), and concerning student outcomes and participant perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. Recommendations made concerned the increased recruitment of the economic sector to serve as community learning sites, additional staff training in individualizing instruction, and greater opportunities for students to investigate nontraditional careers and observe nontraditional role models in work situations. (TA)

WE 003 959

Employment Opportunity in the Schools. Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1975.
Equal Employment Opportunity Commission, Washington, D.C.
Pub Date—77
Note—254p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-015-00050-2)
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Data Base ID—RIEJUL78; ED 150 322
Descriptors—Affirmative Action, Demography, Elementary Secondary Education, *Employment Patterns, Employment Statistics, Equal Opportunities (Jobs), Ethnic Groups, Faculty Integration, Federal Legislation, *Females, Minority Groups, National Surveys, Occupational Surveys, *Personnel Integration, Personnel Selection, *Public Schools, Racial Discrimination, Sex Discrimination
Identifiers—Equal Employment Opportunity Act 1972

The national statistics reported here were compiled from the responses of 7,300 school systems to the Elementary-Secondary Staff Information Survey, number EEO-5. (This survey is conducted to fulfill the annual reporting responsibility of public elementary and secondary school systems required by the Equal Employment Opportunity Act of 1972-Title VII.) The data in this report have been aggregated into statistical tables and presented in four summaries of public school employment as follows: (1) United States summary, (2) United States summary by student enrollment size (25,000 or more; 10,000-24,999; 2,500-9,999; and 250-2,499), (3) state summaries, and (4) trend analysis for the United States. For the first three of the above summaries, the information is presented using the following four-table formats: (1) employment by race/ethnic group/sex, (2) race/ethnic group employment by sex, (3) participation rates of full-time elementary secondary staff, and (4) occupational distribution of full-time elementary-secondary staff. For the trend analysis, information is presented using the following table formats: (1) total employment and percent change, (2) participation rates, (3) occupational distributions, and (4) change and contribution to change. Instructions for filing reports and the reporting form along with changes in the race/ethnic designations between 1974 and 1975 are appended. (EM)

WE 003 960

Guidelines to Ensure Sex Fairness in Education Division Communications and Products.
Women on Words and Images, Princeton, N. J.
Spons Agency—National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date—[77]
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 343
Descriptors—Audiovisual Aids, Check Lists, Educational Policy, *Guidelines, *Instructional Materials, *Language Usage, *Publications, *Sex Fairness, Sex Role, Sex Stereotypes, Writing

The guidelines presented in this document are intended as a learning tool to assist preparers of education communications and products in creating sex-fair communications and eliminating sex bias. Presented with examples of sex-biased and sex-fair uses and the rationale for use, guidelines are given for the following categories: (1) language: generic he/generic she, universal "man," "man" first, inconsistency, derogatory or demeaning usage; (2)

omissions: equal representation, lost opportunity, disregard of problem identified; (3) roles and traits: family/parenting, occupational roles and career preparation, historical/biographical, emotional and character traits, physical attributes/personal appearance; and (4) graphics/audio visual: numerical imbalance, stereotyped portrayal, derogatory portrayal, sex segregation. A checklist to ensure sex fair communications is provided which lists each of the categories. (TA)

WE 003 961

1976 High School Follow-Up System. Summary of Findings.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date—77
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUL78; ED 150 400
Descriptors—Colleges, Cooperative Education, Disadvantaged Youth, *Employment Patterns, Enrollment, Followup Studies, Handicapped Students, *High School Graduates, Post Secondary Education, Pupil Personnel Services, Secondary Education, Sex Differences, State Surveys, *Student Attitudes, *Student Characteristics, Student Organizations, Vocational Education, *Vocational Followup, Work Experience
Identifiers—*Oregon

This report summarizes the findings of a follow-up study of Oregon's high school class of 1976 regarding their activities and perceptions after leaving their formal high school training. Focus is primarily on the responses and impressions of former vocational (career cluster) students; comparisons with the responses of general college preparatory students are drawn to illustrate differences between the two groups where appropriate. Findings are presented based on 2,854 questionnaires from an original survey sample of 11,000 former vocational students (a 25% response). Comparisons between respondents and the entire survey population on several demographic factors are examined to assess the possibility of biased results. Description and graphic presentation of the findings is under ten topics: (1) present activity of vocational respondents, (2) continuing education, (3) employment, (4) vocational student weighting factor (degree of involvement in vocational programs), (5) comparisons by sex, (6) disadvantaged students, (7) handicapped students, (8) cooperative work experience, (9) vocational student organizations, and (10) student services. (JT)

WE 003 962

U.S. Working Women: A Databook. Bulletin 1977.

Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date—77
Note—120p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEJUL78; ED 150 425
Descriptors—Age Groups, *Educational Experience, *Employment Patterns, Employment Problems, Employment Statistics, Employment Trends, Ethnic Groups, Females, Income, Individual Characteristics, Males, Marital Status, *Racial Differences, *Socioeconomic Status, Spanish Speaking, Unemployment, *Working Women

Information on the characteristics of working women in the United States and changing trends over the past quarter century are presented in this databook. (The primary source of the data is the Current Population Survey, which is conducted monthly for the Bureau of Labor Statistics by the Bureau of the Census.) Part 1 of the databook provides information on the labor force participation, employment, and unemployment of women between 1950 and 1976. It also presents data on the strength of women's attachment to the labor force as indicated by the number of weeks spent working or looking for work during the year. Part 2 focuses on working women's marital and family status, and part 3 reviews changes in women's education, income, and earnings. Part 4 analyzes data by race and Spanish origin. (Collection of data by Spanish origin was begun in 1973.) Part 5 contains additional information on the job tenure of working women and moonlighting, and part 6 concludes with a glimpse of future worklife expectancy and labor force participation rates. All data, unless otherwise indicated, refer to the civilian noninstitutional population sixteen years of age and over. (TA)

WE 003 963

Steiger, JoAnn M.

Problems in Assessing the Impact of Education Division Programs on Girls and Women.

National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date—Oct 77
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 430
Descriptors—Administrative Agencies, Agency Role, Data Collection, Decision Making, *Educational Programs, Federal Programs, Females, *Information Needs, Minority Groups, *Program Evaluation, Research Methodology, *Research Problems, *Sex Fairness, Sex Stereotypes
Identifiers—*Department Health Education Welfare Education Div

Severe methodological problems were encountered in an attempt to investigate the impact of Education Division programs on girls and women–and, in particular, to learn whether these programs have a differential impact by sex or by race/ethnicity. (The "Education Division" comprises the Office of Education, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the National Center for Education Statistics, and the Office of the Assistant Secretary.) The division remains in June 1977 unable to report fully and accurately what types of data are available by sex or by-sex-by-race/ethnicity. Gathering and reporting more kinds of data disaggregated by sex and by-sex-by-race/ethnicity is only the first step. Effective procedures also do not exist within the division for (1) analyzing the data and reporting them in a way that is meaningful to decision makers, (2) bringing the data to the attention of the appropriate decision makers, and (3) acting upon the data. Funding shortages and cutbacks have affected much related high-priority research. (In response to the problems identified, specific recommendations are addressed to specific groups within the Education Division for the generation and utilization of information necessary to the improvement of equity for women.) (JT)

WE 003 964

Forty-Six Pioneers: Louisiana Women in Non-Traditional Jobs.

Louisiana State Dept. of Health and Human Resources, Baton Rouge. Bureau for Women.
Spons Agency—Department of Labor, Washington, D.C.
Pub Date—Nov 77
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEJUL78; ED 150 432
Descriptors—Adjustment Problems, Administrator Attitudes, *Blue Collar Occupations, Demography, Educational Background, Employer Attitudes, Employment Services, *Females, Individual Characteristics, Industry, Job Placement, Program Descriptions, *Skilled Occupations, *Vocational Adjustment, Vocational Followup, Wages, Work Attitudes, Work Experience, *Working Women
Identifiers—Louisiana, *Nontraditional Career Choice

This report concerns forty-six Jobs Unlimited placements of women in Louisiana into nontraditional jobs (mostly blue-collar or skilled craft fields) between April 1976 and January 1977. (Jobs Unlimited was a project which informed the public, especially women, of opportunities available in nontraditional employment.) The report researches the demographic background, employment history, and social characteristics of the women placed, explores client adjustment and progress in the new job, and examines the attitudes of personnel administrators toward women in nontraditional jobs, and those of women toward their nontraditional work. Some of the major conclusions presented follow: (1) For most of the forty-six women placed, the greatest strides came in the areas of wages and chances for advancement, (2) the job retention rate of 85% with an average eight months of service indicated that, with proper counseling and screening of prospective employees, excessive turnover rates for women workers can be avoided, (3) the experience of nontraditional employment has been a positive one for the majority of women involved, (4) as a whole, company administrators failed to notice any significant effects from the employment of women, and (5) neither foremen nor administrators perceived any considerable advantages in the hiring of women, although overall reactions were generally positive. (Recommendations concerning the hiring of women in nontraditional jobs are included in this report. Twelve biographical sketches of women who served as subjects are appended to reflect the diversity of the women and their experiences in their new employment.) (SH)

WE 003 965

Displaced Homemakers Act, 1977. Hearings before the Subcommittee on Employment, Poverty, and Migratory Labor of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, First Session on S. 418 to Provide for the Establishment of Multipurpose Service Centers for Displaced Homemakers, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.
Pub Date—Sep 77
Note—154p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEJUL78; ED 150 443
Descriptors—Career Change, Counseling Services, *Employment Problems, Employment Programs, Employment Services, Federal Legislation, *Federal Programs, Job Development, Job Placement, *Job Training, Unemployed, Unemployment
Identifiers—Displaced Homemakers, *Displaced Homemakers Act, Reentry Workers

These hearings on Senate bill 418 (Displaced Homemakers Act, 1977) explore the problems or barriers confronting women (primarily middle-aged) who are seeking to reenter the labor force or enter it for the first time and ways that existing or new Federal programs can more adequately serve the needs of these women. The first of several witnesses whose testimony is included were Marian Thompson, associate professor and specialist in women's education, University of Wisconsin Extension; Mary King, Deputy Director, Action; Richard Batterton, Secretary, Maryland Department of Human Resources; and Susan Catania, Representative, Illinois State House of Representatives. Numerous letters, prepared statements, and supplementary materials relating to the proposed legislation are included. (EM)

WE 003 966

Sichel, Joyce L. And Others

Women on Patrol: A Pilot Study of Police Performance in New York City.

Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Grant—75-NI-99-0057
Pub Date—Jan 78

Note—95p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00631-1)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 449
Descriptors—Behavioral Science Research, *Females, Law Enforcement, Personnel Evaluation, *Police, Sex Differences, Social Attitudes, *Task Performance, Work Attitudes, Working Women
Identifiers—New York (New York)

The patrol performance of forty-one female police officers was compared to that of forty-one male police officers in New York City in 1975/1976; the males and females were matched by length of time on force, patrol experience, and type of precinct. Direct observation by police and civilian personnel was the principal research method. The findings add to the growing literature justifying assignment of women to patrol. In general, male and female officers performed similarly: they used the same techniques to gain and keep control and were equally unlikely to use force or to display a weapon. However, small differences in performance were observed. Female officers were judged by civilians to be more competent, pleasant, and respectful than their male counterparts, but were observed to be slightly less likely to engage in control-seeking behavior, and less apt to assert themselves in patrol decision making. Compared to male officers, females were less often named as arresting officers, less likely to participate in strenuous physical activity, and took more sick time. Some of the performance disparities appeared rooted in morale and deployment problems resulting from departmental layoffs, social conventions, and role expectations. Situationally and socially engendered differences between the performance of male and female officers might be remedied by different deployment and training policies. The study, intended primarily for police administrators, concludes with suggestions for the improvement of the patrol performance of male officers as well as female police officers. (Author/JT)

WE 003 967

Brandt, David A. Kline, Kay H.

A Complete Reanalysis of Horner's Classic "Fear of Success" Study.

Pub Date—77
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 457
Descriptors—*Achievement Need, *Fear of Success, *Females, Goal Orientation, Psychological Needs, *Research Methodology, Sex Differences, Test Interpretation, *Test Validity, Working Women
Identifiers—Horner (M)

The well-known study on fear of success (FOS) by Horner (1968) asserted that women low in FOS do better on achievement-oriented tasks under competitive conditions, while women high in the motive do better when the situation is non-competitive. This paper critically reviews the methodology of this study and concludes that the statistical test purporting to demonstrate the above relationship does not address the hypothesis. An alternate analysis, which does examine the hypothesis, is carried out on the raw data of this study. This analysis shows that high FOS women in this sample actually did significantly better than low FOS women under all conditions. This is directly opposite to the widely held interpretation of the study. It is suggested that researchers examine the methodology of studies carefully before accepting other workers' conclusions. (Author)

WE 003 968

Lao, Rosina C. Childers, John S.

Antecedents and Effects of Attitudes Toward Women Among College Students.

Pub Date—[73]
Note—7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 458
Descriptors—*Changing Attitudes, College Students, Family Influence, *Females, Sex Differences, Sex Role, *Social Attitudes, *Student Attitudes

The growing awareness that women have their own identities and rights has led to sweeping legal actions to reduce discrimination and, more importantly, to a different social attitude toward women. This study is directed toward the examination of the effects of this changing attitude toward women among a group of college students in eastern North Carolina. Subjects were 171 male and female students, mainly freshmen and sophomores, from East Carolina University. Results indicate: (1) males are more liberal than females in their attitudes toward women; (2) mothers appear to have a greater influence over their sons' attitudes toward women than over their daughters' attitudes; and (3) attitudes toward women are related to many significant future plans both in the family domain and in the job domain. This relationship holds true for both males and females. (Author)

WE 003 969

Roberts, Mary L. Ekstrom, Ruth B.

Goal Orientation and Commitment to Working of MBA Women.

Pub Date—Aug 77
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 459
Descriptors—Achievement Need, *Business Administration, *Career Planning, *Females, *Goal Orientation, Graduate Students, *Work Attitudes

The goal orientation and commitment to working of 89 women beginning MBA studies was examined. Approximately 75% have defined career goals. Presence or absence of goals is affected by work experience, prior graudate training, interruption of academic training, age, marital status, full versus part-time program status, and selected attitudes toward combining family and career. A large majority of the women evidence moderate to very high commitment but indicate a desire for less than full-time work during certain stages of the family life cycle. Level of commitment is related to age, marital status, academic interruption and program status. (Author)

WE 003 970

Datan, Nancy Rodeheaver, Dean

Dirty Old Women: The Emergence of the Sensuous Grandmother.

Pub Date—Aug 77
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 467
Descriptors—*Females, Feminism, *Gerontology, Life Style, *Sex Role, *Sexuality, Social Attitudes, *Socialization

This article focuses on the paradoxes and developmental injustices in the socialization of women's sexuality. It traces these paradoxes to an historical concern with female sexuality which centers on the reproductive cycle; sketches the processes of socialization which create a developmental injustice in the expression of sexuality in the older woman; and, finally, indicates future trends which may lead to an increased frequency of dirty old women–and the emergence of the sensuous grandmother. (Author)

WE 003 971

O'Neill, James And Others

A Developmental, Preventive, and Consultative Model to Reduce Sexism in the Career Planning of Women.

Pub Date—Aug 77
Note—73p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEJUL78; ED 150 471
Descriptors—*Career Planning, Consultation Programs, *Females, Feminism, *Goal Orientation, Life Style, Models, Occupational Choice, Program Descriptions, *Sex Role, *Socialization, *Vocational Development

This model attempts to provide information about socialization, sex role learning, and career planning that can be used in consultation and educational programing to help women plan their career and life goals. The model identifies five factors which contribute to women's socialization, sex role learning process, vocational sex role, self concept, and career choice process. These factors are familial, societal, individual, socioeconomic, and situational. The factors are discussed, and over 175 references to existing theory and empirical research justifying the model are given. A verbatim script of a 20-minute slide/tape show giving an application of the model is included. This script includes the five factors described in the conceptual model and some of the barriers to the career development of women, including fear of failure and success, lack of confidence and assertiveness, loss of femininity and social rejection, and guilt. Implications of the model and slide show in terms of consultation with faculty, direct outreach programing, the training of counselors and counseling psychologists, and the need for further research and theory about the career development of women are discussed. (Author)

WE 003 972

Riessman, Catherine K.

The Effect of Interviewer Status and Respondent Sex on Symptom Reporting.

Grant—1F31MH05399-01; MH10326
Pub Date—26 Aug 77
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 472
Descriptors—*Helping Relationship, Intercommunication, Interpersonal Competence, Interviews, Paraprofessional Personnel, Physicians, Psychological Patterns, *Rapport, Sex Differences, Social Status
Identifiers—*Self Disclosure

This study attempts to answer the following question: Do males and females differ in their reporting behavior to interviewers of contrasting status backgrounds, specifically psychiatric physicians and lay interviewers? Subjects were 200 adults. A 263-item instrument was utilized to measure functional psychological disorder. Interviews took place under three conditions; (1) a physician conducting the interview made his status known; (2) a physician conducting the interview did not make his status known; and (3) lay interviewers were used with their status known. Results indicate that women give the most information about their symptomatology to unidentified physicians, and report the least to identified doctors. Males tend to report more symptoms to identified physician interviewers. It is speculated that social training of the sexes might explain their contrasting performances. Women may be more responsive to interpersonal interaction, and therefore to the interviewing skill of the unidentified physicians. Men may be more responsive to interviewer status, and less to interpersonal skill; consequently, they report more to identified physicians. Also, women may feel threatened by the high status figure, being unaccustomed to lengthy interaction outside of evaluative contexts, and thus lack the trust necessary for self-disclosure in an interview. (Author/JLL)

WE 003 973

Alter, Robin C.
Dominance as a Function of Sex-Role Expectation or Personality Type in Female-Male Interactions.
Pub Date—73
Note—101p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEJUL78; ED 150 475
Descriptors—*Assertiveness, Individual Characteristics, *Interaction Process Analysis, *Interpersonal Relationship, Sex Differences, Sex Role, *Verbal Communication
Identifiers—*Dominance

This study investigates the power of the sex-role social norm in determining dominance: is dominance determined by personality "type" (from Myers-Briggs) or by the sex-role expectation? Thinking (T) and feeling (F) types were paired, including all possible combinations of sex and T-F. Thirty-two dyads, 16 opposite sex and 16 same sex, discussed a thinking and a feeling problem. With opposite-sex dyads (a) males talked more than females on the T task and (b) feeling types talked more than thinking types on the F task. With same-sex dyads T types tended to talk more than F types on both tasks; this was especially true for T females on the T task, and even more so on the F task. It was concluded that dominance behavior was dependent on the interaction between (a) whether S was with same or opposite sex, (b) personality type, and (c) nature of task. (Author)

WE 003 974

Chilman, Catherine S.
Some Research and Clinical Perspectives on Adolescent Sexuality.
Pub Date—77
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUL78; ED 150 476
Descriptors—Abortions, *Adolescents, Biological Influences, Black Youth, Contraception, *Individual Characteristics, Pregnant Students, *Sexuality, Social Influences

This paper selects and emphasizes some of the concepts and findings to be found in the author's book, Adolescent Sexuality in a Changing Society. This paper limits itself to various aspects of premarital intercourse among adolescents, including the personality traits of virgins and non-virgins, and the effects of education upon sexual attitudes. The author concludes that the specifically social and psychological research about adolescent sexual behavior needs more attention and considerable improvement in both theory and method. In addition she thinks that two types of studies are needed: formal studies of groups and intensive clinical studies of individuals. (Author)

WE 003 975

Khosh, Mary N.
A Career Planning Program for Women: The Experience "CUE".
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—123p.
Available from—NAWDAC, Publications, 1028 Connecticut Avenue, N.W., Suite 922, Washington, D.C., 20036 ($5.50 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEJUL78; ED 150 479
Descriptors—*Adult Counseling, Assertiveness, Attitudes, Career Change, *Career Planning, Decision Making, *Females, Program Descriptions, Values, *Womens Education
Identifiers—*Reentry Students

This monograph describes a program developed to meet the needs of adult women continuing their education and planning careers. Experience CUE (C=career; U=you, the woman in the middle; E=education) was designed for women who are moving into a role change and need assistance in planning for it. The monograph describes in detail the group counseling sessions, held weekly for eight consecutive weeks in two-hour blocks with 12 women per group. In addition, there is an extensive bibliography and a literature review. (PFS)

WE 003 976

Sandmeyer, Louise And Others
A Program for Optimizing Women's Leadership Skills (OWLS)
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—77
Note—93p.
Available from—NAWDAC, Publications, 1028 Connecticut Avenue, N.W., Suite 922, Washington, D.C., 20036 ($5.50 each)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEJUL78; ED 150 480
Descriptors—*Adult Counseling, Annotated Bibliographies, Communication Skills, *Decision Making, *Females, *Leadership Training, Literature Reviews, Program Descriptions
Identifiers—Optimizing Womens Leadership Skills

This program provides counselors with a means for integrating the individual, with the organizational, aspects of leadership training. In addition to an extensive, annotated bibliography, this monograph consists of seven sections: (1) an historical perspective of women in leadership roles; (2) a review of the literature concerning women and leadership; (3) an overview of current leadership programs and their limitations; (4) a rationale for the Optimizing Women's Leadership Skills (OWLS) program; (5) an exposition of the OWLS program consisting of four units: an organizational assessment, an individual assessment, skill building modules, and structured experiences; (6) a suggested method for implementing the program; (7) recommendations for adapting OWLS to varying settings and clientele. (PFS)

WE 003 977

Canty, Eileen M.
Effects of Women's Studies Courses on Women's Attitudes and Goals.
Pub Date—77
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 490
Descriptors—Careers, *Changing Attitudes, College Students, *Females, Higher Education, *Life Style, Marriage, *Role Perception, *Womens Studies

Significant changes in attitudes towards women, their vocational and educational roles, and marital relationships were found in two groups of women's college students after exposure to women's studies courses in adolescent psychology and the psychology of women. Both experimental groups indicated more liberal plans for combining marriage and careers. They wrote of earlier resumption of careers after childbirth and greater willingness to share child rearing. In addition, the psychology of women students displayed a willingness to delay marriage. Similar changes were not found in a control group. (Author)

WE 003 978

Macaulay, Jacqueline
On Women, Anger and Aggression.
Pub Date—Oct 77
Note—48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUL78; ED 150 491
Descriptors—Adjustment (to Environment), *Aggression, *Emotional Response, *Females, Psychological Patterns, *Response Mode, Sex Role, *Socialization
Identifiers—*Anger

This paper concerns the variety of responses women commonly make to provocation–to frustration, thwarting, hurt, deprivation, and other conditions which usually lead to some kind of emotional arousal, the experience of anger, and possibly aggression. Gender differences (culturally shaped) are reviewed where relevant, and a brief review of the socialization for pacifism versus aggression is also given. Several "scripts" for women's reactions to provocation are given. These involve aggression-turned-inward, anger defined as "hurt" and subsequent forms of counteraggression, open and direct forms of counteraggression, and coping responses to provocation. (Author)

WE 003 979

Hansen, L. Sunny
BORN FREE: Reducing Career-Related Sex-Role Stereotyping in Educational Institutions. Staff Development and Change Process.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—28 Aug 77
Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977). For related documents, see ED 150 494-495
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 493
Descriptors—Administrative Personnel, Bias, *Career Choice, Counselors, Elementary Secondary Education, Program Descriptions, *Program Development, *Socialization, *Staff Improvement
Identifiers—*Occupational Stereotypes, *Project BORN FREE

BORN FREE is a collaborative training and development effort of university-based counseling psychologists and field site teachers, counselors, and administrators. Its purpose is to reduce career-related sex role stereotyping in educational institutions from the elementary through the post-high years. This presentation describes the assumptions, conceptual models, and principles which undergird BORN FREE, and the strategies and methods used to structure and implement the plan. (Author)

WE 003 980

Keierleber, Dennis L.
BORN FREE: Reducing Career-Related Sex-Role Stereotyping in Educational Institutions. Process and Product Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—28 Aug 77
Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977). For related documents, see ED 150 493 and 495
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 494
Descriptors—*Career Choice, Counseling Programs, Elementary Secondary Education, *Evaluation Methods, Program Descriptions, *Program Evaluation, *Socialization, Staff Improvement, Training
Identifiers—*Occupational Stereotypes, *Project BORN FREE

BORN FREE is a collaborative training and development effort of university-based counseling psychologists and field site teachers, counselors, and administrators. Its purpose is to reduce career-related sex role stereotyping in educational institutions from the elementary through the post-high years. Since much of the project's work is still in the developmental stages, this report describes briefly the procedures being used to evaluate BORN FREE. It focuses primarily on the process of change within participating institutions. There are two general concerns in evaluation: (1) product evaluation, which includes both deliverable products (videotapes and training packets) and observable products (changes in institutional practices); and (2) process evaluation, which concerns the activities by which the products are achieved. (Author/BP)

WE 003 981

Hansen, L. Sunny

BORN FREE: An Applied Developmental Intervention to Reduce Career-Related Sex-Role Stereotyping in Elementary, Secondary, and Higher Education Settings.

Pub Date—27 Aug 77

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977). For related documents, see ED 150 493-494

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUL78; ED 150 495

Descriptors—*Career Choice, *Change Agents, Developmental Programs, Elementary Secondary Education, Higher Education, Program Descriptions, *Socialization

Identifiers—*Occupational Stereotypes, *Project BORN FREE, Sex Role Stereotypes

Project BORN FREE is a multidimensional effort to intervene in educational institutions to help reduce career-related sex-role stereotyping. It also attempts to expand career options through increasing faculty and parent awareness of their own socialized attitudes and behaviors and their impact on students. It is an indirect intervention, focusing on developmental influences within educational institutions and throughout the life span. It is also a change agent project (helping teachers, counselors, parents and administrators work together for change) and a training project (creating print and videotape materials and training workshops). This article explains the total conception of the project, describing the intervention programs for the first and second years, and outlining some of the conceptual frameworks which underlie the project. (Author/BP)

WE 003 982

Brehony, Kathleen And Others

Psychological Androgyny and Social Conformity.

Pub Date—[76]

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUL78; ED 150 497

Descriptors—*Androgyny, Attitudes, Behavior Patterns, *Conformity, Peer Groups, Sex Differences, Sex Role, Sex Stereotypes, *Social Relations

The decisions and attitudes of sex-stereotyped and androgynous individuals (as defined by the Bem Sex Role Inventory) were compared in a social conformity paradigm. On each of 160 trials subjects predicted one of two possible stimuli after hearing predictions of two other "subjects." No effects of physical sex were observed. On trials when the confederates predicted the same stimulus, stereotypic females conformed significantly more often than androgynous females, androgynous males and stereotypic males (N = 30 for each group). In a post-experimental-questionnaire, stereotypic females indicated that they were most influenced in the experiment, and admitted to holding the most traditional sex-role attitudes. (Author)

WE 003 983

Miller, Gary M., Comp. Rotter, Joseph C., Comp.

Carolina Counselor 1977.

Pub Date—77

Note—80p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Data Base ID—RIEJUL78; ED 150 512

Descriptors—*Adult Education, *Blind, *Counseling, *Criminals, *Death, Females, Locus of Control, *Open Plan Schools, *School Phobia, Self Concept, State of the Art Reviews, Symposia

Identifiers—*Sex Role Stereotypes

This publication contains eight research papers presented and discussed at the April 1977 second annual Carolina Counselors' Spring Symposium. They cover a wide range of topics: (1) self-concept as it relates to adjustment in the blind; (2) open-space school and its guidance strategies; (3) death education and counseling; (4) the locus of control in counseling; (5) sex-role stereotyping; (6) counseling women offenders; (7) concerns of continuing education for mature women; and (8) school phobia. (PFS)

WE 003 984

Plant, Walter T. Southern, Mara L.

Meaningfulness of Sex Differences in Selected Interest-Values Test Scores.

Pub Date—Aug 77

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUL78; ED 150 515

Descriptors—Counseling, *Interest Tests, *Sex Differences, Sex Role, Statistical Analysis, *Test Validity, Values

Identifiers—*Strong Campbell Interest Inventory, *Study of Values (Allport Vernon Lindzey)

This research paper examines the meaningfulness of sex differences in the Allport, Vernon and Lindzey (AVL) Study of Values Scale and in selected scales of the Strong-Campbell Interest Inventory (SCII), using somewhat diverse groups of men and women. By comparing men's and women's scores on the two measures, it was found that little accuracy in prediction and interpretation is gained by considering subjects' sex. Far more of the variance in these interest-values measures must be explained in terms other than gender and sex-role training, behaviors, and values. (Author/PFS)

WE 003 985

Darmofall, Sharon H. McCarbery, Richard J.

Achievement Orientation in Females: A Social Psychological Perspective.

Pub Date—Aug 77

Note—66p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Data Base ID—RIEJUL78; ED 150 517

Descriptors—Ability, *Achievement, Androgyny, *Females, Literature Reviews, *Motivation, *Sex Role, Sex Stereotypes, Social Psychology, *Success Factors, Values

This publication reviews the recent literature on female achievement orientation. It discusses theories of achievement motivation and includes a brief statement on sex-role stereotypes. It also gives specific attention to the ways in which sex-role ideologies and expectations affect female achievement, and examines antecedents of female achievement orientation. In addition it directs attention to recent developments in research, including the motive to avoid success, value orientations, and ability. The paper concludes with a presentation of the future directions for female achievement orientation research. (Author/PFS)

WE 003 986

Coker, Dana R.

Development of Gender Concepts in Preschool Children.

Pub Date—Aug 77

Note—14p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUL78; ED 150 526

Descriptors—*Child Development, *Cognitive Processes, Concept Formation, Developmental Psychology, Maturity Tests, Preschool Children, Sex Differences, *Sex Stereotypes, *Socialization

Several aspects of gender concept development were investigated in 60 children of mixed socioeconomic background ranging in age from three to six years. Tasks were designed to assess gender constancy, knowledge of sex-stereotypes, differential memory and preference for sex-typed material, and gender categorization. Cognitive maturity was assessed with a conservation task and total recall on the memory task. Performance improved linearly with age on the gender concepts; individual children of both sexes learned the gender concepts in the same sequence; and cognitive maturity measures were positively related to performance on the gender concept tasks. Implications for self-socialization of sex-typing are seen in the development of gender concepts in young children. (Author)

WE 003 987

Smith, Walter S. And Others

Counseling Women for Nontraditional Careers.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—77

Note—68p.

Available from—ERIC/CAPS, 2108 School of Education Building, the University of Michigan, Ann Arbor, 48109 ($4.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUL78; ED 150 533

Descriptors—Assertiveness, *Career Choice, *Counselor Role, *Employment Trends, *Females, Resource Guides, Role Perception, Sex Discrimination, Sex Role, State of the Art Reviews, *Vocational Counseling

Identifiers—*Nontraditional Career Choice

This monograph presents an overview of the employment situation in regard to women, describes trends occurring in women's career choices, and presents five hypotheses, with suggestions for accompanying activities, from which counselors may choose in counseling women for nontraditional careers. The five alternative hypotheses are as follows: (1) women need special remediation to overcome deficiencies such as math inability; (2) women need to be sold on the appropriateness of certain careers for a woman; (3) women need to learn how to accommodate their career and other adult roles; (4) women need to become assertive career pursuers; and/or (5) women must learn to deal with discriminatory barriers to their nontraditional career pursuit. An extensive resource list, divided into separate sections for easy reference, is also provided for readers who wish to explore beyond the information presented here. (Author)

WE 003 988

Hicks, Reta D. Monroe, Eula E.

A Comparative Analysis Among the Variables of Intelligence, Sex, and Gain Made in Comprehension of Sixth Year Students When Taught Global or Specific Comprehension Skills.

Pub Date—Dec 77

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUL78; ED 150 554

Descriptors—Comparative Analysis, Grade 6, Intelligence, Intermediate Grades, *Intermode Differences, *Performance Factors, *Reading Comprehension, *Reading Instruction, Reading Research, Sex Differences, *Teaching Methods, Vocabulary

This study investigated the effectiveness of teaching specific rather than global comprehension skills; the correlations among sex, intelligence level, and comprehension gain when taught global or specific comprehension skills; and the correlations between the factors of intelligence, comprehension, and vocabulary without regard for the teaching method. After 20 sixth graders completed an intelligence test, an achievement test, and an informal reading inventory, they were randomly selected for experimental group instruction in specific comprehension skills, based on diagnosed needs, or for control group instruction in global comprehension skills. Both groups received equal amounts of instruction for fourteen weeks. Posttest scores show that no significant gain in comprehension was made by either group and that no significant correlations were evidenced between sex, intelligence, and gain in comprehension. These findings leave unanswered the question of what teaching mode is more effective for reading comprehension development, and raise the question of the significance for vocabulary as a factor contributing to comprehension development. (Author/RL)

WE 003 989

Sheridan, E. Marcia

Reading and Sex Role Identification: Exercises for Teacher and Students.

Pub Date—77

Note—72p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUL78; ED 150 590

Descriptors—*Communication Skills, Elementary Secondary Education, Learning Activities, *Reading Instruction, Reading Materials, Reading Research, Sex Discrimination, Teacher Education, Teaching Techniques, Writing Exercises

Identifiers—*Sex Role Stereotypes

This document discusses sex role stereotyping in classrooms, reading materials, and standardized tests and examines the implications of sexism in reading and communication skills classrooms. A section for teachers, intended for preservice or inservice sessions, contains materials, objectives, and procedures for general discussion on values clarification and includes a textbook analysis worksheet, a classroom environment appraisal, and a school inventory form. Exercises for elementary students examine sex stereotyping in student attitudes toward jobs, roles, and careers. Students are also asked to evaluate textbooks and television programs. Junior and senior high school students are directed to consider their personal attitudes, opinions, and values through a series of written exercises aimed at recognition of sexism in advertising, on television, and in newspapers. A bibliography on the topic of sexism is appended. (MAI)

WE 003 990

Nilsen, Alleen Pace

Sexism in the Media: Word and Image.

Pub Date—Nov 77

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUL78; ED 150 609

Descriptors—Bias, *Cartoons, Females, Figurative Language, Imagery, *Mass Media, Sex Role, *Sex Stereotypes, *Symbols (Literary)

This paper discusses sexist symbols in editorial cartoons and how these symbols can affect thought processes and language structure. Through overgeneralization, women are portrayed in cartoons as small in stature and are placed in roles subordinate to men. Other cartoons present women as physically weak and needing male protection, or as being sexually well-developed. The presupposition here is that there is something innately different in the thought processes, emotions, and psyches of men and women. This paper maintains that extending these false images through cartoon illustrations perpetuates and reinforces the symbol after it no longer applies. (MAI)

WE 003 991

Nelson, Audrey A.

Developmental Trends in the Sex Differences of Proxemic Behavior.

Pub Date—Nov 77

Note—39p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEJUL78; ED 150 646

Descriptors—Age Differences, *Behavior Development, *Body Language, Child Psychology, Elementary School Students, Junior High School Students, *Nonverbal Communication, Sex Differences, Social Behavior

Identifiers—*Proxemics

In order to investigate developmental trends in the sex differences of two dimensions of proxemic behavior, distance and shoulder orientation, 406 elementary and junior high school students were studied while interacting in same-sex and heterosexual pairs. After engaging in discussion for one minute, the pairs were asked to stop and hold still while the physical distance between them was measured and the angle of shoulder orientation recorded. The findings revealed that: (1) Older children maintained greater distances than younger children (adult standards in distance behavior seem to emerge after age 12); (2) No consistent pattern of sex differences between the female/female and the male/male dyads emerged until the sixth and seventh grades, and heterosexual dyads employed greater distances than same-sex dyads; and (3) No consistent development in shoulder orientation in same-sex and heterosexual dyads was observed, but heterosexual dyads did maintain a less direct shoulder orientation than same-sex dyads. These findings provide partial support for the adult model of distance and shoulder orientation behavior, but further research is needed to determine the ages at which various aspects of the adult standards emerge. (CC)

WE 003 992

Mancillas, William R. Todd   Kibler, Robert J.

Linguistic Indices of Deception as Manifested by Women: A Content Analytic Study.

Pub Date—Nov 77

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEJUL78; ED 150 668

Descriptors—Behavior Patterns, Classification, Communication (Thought Transfer), *Content Analysis, *Credibility, Expressive Language, *Females, Language Research, *Language Usage, Speech Communication

Identifiers—*Deception

Recent research indicates that fourteen linguistic and paralinguistic patterns–thought to measure uncertainty, vagueness, dependence, and negative affect–discriminate between men's truth telling and deceptive language behavior. This study sought to determine if these same patterns also discriminate between women's truth telling and deceptive language behavior. Seventy-four tape-recorded interviews provided the data for this study. Analysis of the data indicated that only one of the patterns, the "disparaging statements" index, significantly discriminated between women's truth telling and deceptive language. (Author/MAI)

WE 003 993

Affirmative Action–Steps Toward Equality.

Contemporary Research, Inc., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE-740-113

Pub Date—Nov 74

Note—72p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Data Base ID—RIEJUL78; ED 150 697

Descriptors—*Affirmative Action, Conference Reports, Elementary Secondary Education, *Equal Education, *Equal Opportunities (Jobs), Federal Legislation, Program Evaluation, *State Departments of Education

Identifiers—*Civil Rights Act 1964 Title VI, Education Amendments 1972 Title IX, *Title IX Education Amendments 1972, Title VI Civil Rights Act 1964

From November 15-17, 1974, the National Institute of Education held an invitational conference to examine the implication of Title VI of the Civil Rights Act and Title IX of the Education Amendments of 1972 for state and local education agencies, review the use of affirmative action as a tool for achieving sexual and racial equality and its application in educational institutions and agencies, and review model affirmative action plans. Teacher practitioners, staff of state education agencies, and representatives of federal agencies were invited. This report presents a summary of the key issues relating to affirmative action, the conference participants' recommendations for action, and a conference evaluation. Appendixes include a participant list, the conference agenda, and materials developed for the conference. (Author/IRT)

WE 003 994

Stalled at the Start: Government Action on Sex Bias in the Schools.

National Organization for Women, Washington, D.C. Project on Equal Education Rights.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.

Pub Date—78

Note—77p.

Available from—Project on Equal Education Rights, Suite 800, 1029 Vermont Avenue, N.W., Washington, D.C. 20005 ($1.00; make checks payable to NOW LDEF-PEER)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEJUL78; ED 150 698

Descriptors—Administrative Agencies, *Affirmative Action, *Agency Role, *Civil Liberties, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Federal Legislation, *Federal Regulation, Higher Education

Identifiers—*Department Health Education Welfare Education Div, Education Amendments 1972 Title IX, *Sex Bias, *Title IX Education Amendments 1972

Because officials in the Department of Health, Education, and Welfare (HEW) could not answer questions concerning the number of complaints about Title IX violations received, how the agency had resolved them, what kind of complaints were most common, how many school districts had stopped unfair practices as a result of HEW's intervention, how many people had been helped, and what HEW had done, independent of citizen complaint, to make sure the nation's school districts were obeying the law, the Project on Equal Education Rights conducted its own study. HEW's records on each complaint filed from the day of the law's enactment through October 1, 1976, were studied and interviews were conducted of HEW staffers; students, parents, and teachers who had filed charges; and school administrators whose districts had been charged with violations of the law. The results were disturbing–rules and policies that perpetuate unequal treatment of males and females are still going uncorrected. Discussion includes the need for Title IX, how the law works, and why people file complaints, as well as an evaluation of HEW's performance. (Author/IRT)

WE 003 995

Krchniak, Stefan P.

Variables Associated with Low Incidence of Women in School Administration: Towards Empirical Understandings.

Pub Date—Mar 78

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUL78; ED 150 719

Descriptors—*Administrative Personnel, Elementary Secondary Education, Employment Opportunities, Employment Services, *Equal Opportunities (Jobs), *Females, Feminism, Individual Characteristics, Occupational Aspiration, Occupational Mobility, *School Administration, Sex Discrimination, Sex Stereotypes, *Working Women

This descriptive study reported personal and professional characteristics of a sample of women educators in Illinois who constitute the certificated pool from which new public school administrators are likely to be selected. Data were also gathered on the following variables generally associated with the low incidence of women administrators: aspiration level, position-seeking assertiveness, personal and situational constraints, discriminatory employment practices, university training and placement services, and individual beliefs and attitudes. The Illinois Teacher Service Record and a mailed questionnaire were used as data sources. Findings included low aspiration levels, perceived discrimination, low mobility, and inadequate job-information networks. (Author)

WE 003 996

Ortiz, Flora Ida

The Hierarchical System of School Administration: The Contributions of Qualitative Research.

Pub Date—Mar 78
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 732
Descriptors—*Administrative Organization, Elementary Secondary Education, Employment Opportunities, *Equal Opportunities (Jobs), *Females, *Group Dynamics, Organizations (Groups), Power Structure, Principals, *School Administration, *Sex Discrimination, Working Women

This ethnographic study relates the structural components of the educational system to the processes by which women gain admission, establish an administrative career, and finally advance within its hierarchy. It was found that the "opportunity structure," "power structure," and "sex ratio" were structural components contributing to the absence of women in school administration. (Author)

WE 003 997

Cottrell, Milford C. Hughes, Donald L.

Utah Women Educators in School Administration.

Pub Date—78
Note—163p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEJUL78; ED 150 744
Descriptors—*Administrative Personnel, Administrator Responsibility, Administrator Role, Administrator Selection, Career Opportunities, *Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), *Females, *Occupational Aspiration, Promotion (Occupational), School Superintendents, Sex Discrimination, Work Attitudes, Working Women
Identifiers—*Utah

A 1976 survey of 741 Utah women educators revealed that very few of them aspire to administrative positions in the public schools. Superintendents were also surveyed to assess their attitudes about women in administration. Of the 40 Utah superintendents, 32 responded. The typical woman educator is not prepared, preparing, nor planning for an administrative position. Only 6 percent of the women now hold an administrative endorsement; 3 percent expect an administrative endorsement by 1980, and 2 percent plan for such an endorsement after 1980. Qualified Utah women educators prefer mid-level administrative positions. Of the women who report experience in school administration, five times as many report experience in staff positions as report experience in line positions. Over half of the women expect at least moderate discrimination. Whereas most women expected encouragement for careers for women in educational administration from their husbands and families, their superintendents expected resistance from these same people. On the other hand, proportionally more superintendents expected encouragement for women to enter administration from district staff members and themselves than did the women educators. (Author/MLF)

WE 003 998

Trivett, David A.

Compensation in Higher Education. ERIC/Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date—Mar 78
Note—5p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($0.40)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 914
Descriptors—*Administrative Personnel, *College Faculty, Educational Economics, Faculty Workload, Females, *Fringe Benefits, Higher Education, Inflation (Economics), Males, *Salary Differentials, Sex Differences, Teacher Salaries, Working Women

Compensation in higher education is an inclusive term, since all the benefits associated with teaching, research, work with people, and work with knowledge might be included. But in terms of purchasing power it appears that compensation for work in higher education has lost ground against inflation. In contrast, wage and salary earners in many other nonagricultural industries have at least kept up. As a faculty member the responsibilities one chooses influence the comparative level of compensation one receives, along with a host of other variables. As for administrators, their compensation has also increased in recent years, with the same moderating effect from inflation. The sex of the recipient remains a powerful influence on level of compensation for administrators and faculty members in higher education, but ameliorative procedures are now in use to rectify this. It remains unlikely that a young person would pursue a career in higher education for the money. (Author)

WE 003 999

Bibliography of Non-Sexist Materials: Annotated Bibliography of Non-Sexist Picture Books.

Women's Action Alliance, Inc., New York, N.Y.
Pub Date—Oct 76
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 989
Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Childrens Books, Feminism, *Instructional Aids, *Sex Fairness, Sex Role, Sex Stereotypes

This annotated bibliography lists and describes non-sexist materials for children, including films; filmstrips; slide shows; photographs and posters; puzzles, games, and dolls; instructional aids; curriculum programs; reading texts; books; toys; and records. Also described are sources of information on guidelines, book and toy distributors, feminist publishers, and resource centers. Annotations are also provided for a separate listing of 37 non-sexist picture books. A final section lists articles, reports, and books on the subject of sex roles. (KP)

WE 004 000

Minority Women's Organizations and Recruiting Women for Traditionally "Male" Careers.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Pub Date—Oct 77
Note—15p.
Available from—Association of American Colleges, Project on the Status and Education of Women, 1818 R Street N.W., Washington, D.C. 20009 (Project publications, single copies free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 150 991
Descriptors—*Career Opportunities, Careers, *Directories, Employment Programs, *Females, *Minority Groups, *Organizations (Groups), *Recruitment

The first section of this two-part directory is an annotated listing of minority women's organizations. It is arranged by the ethnic categories of Black, Spanish Speaking, Native American, and Multi-ethnic Women. Each entry describes an organization and provides the name and address of a contact person. The second part consists of a paper which: (1) reviews special programs for recruiting women to enter traditionally male fields; (2) discusses some examples of special recruitment materials; (3) lists a sample of available publications and research groups in selected fields; and (4) lists resources helpful in recruiting minority women. (Author/KP)

WE 004 001

Silver, Donna Magee, Jane

Women Administrators in Higher Education: A Selected Bibliography.

Pub Date—Jan 78
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUL78; ED 151 024
Descriptors—*Administrative Personnel, *Annotated Bibliographies, *Educational Administration, *Females, *Higher Education, Working Women

The emphasis of this annotated bibliography is the current status of women administrators in higher education. Some material is included on the history of women in academia, future trends affecting equal opportunities for women in the administration of higher education, and on the issue of women and power. The bibliography is arranged by type of material: (1) books, (2) journals, (3) ERIC documents, and (4) dissertations, proceedings, and government documents. (Author/KP)

WE 004 002

1976 Community College Follow-up Survey Summary of Findings.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date—77
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 151 064
Descriptors—Age, College Majors, Community Colleges, Dropouts, *Employment Patterns, Females, Followup Studies, Junior Colleges, Males, Participant Satisfaction, Salaries, State Surveys, *Student Characteristics, Transfer Students, Vocational Followup
Identifiers—*Oregon

This report summarizes the findings of the 1975-76 follow-up study of 1,487 former students at 10 Oregon community colleges. Of the respondents, 48% were female, 52% were male, 41% were at least 26 years old, 37% were early leavers (those who did not complete their programs), and 63% were graduates. Participants answered questions on present activities, satisfaction with the college they attended, employment relationship to college program, salaries, jobs, and preparation for further education. Over 54% of respondents were working full-time; three-fourths of these were working in areas related to their college program. Better than eight out of ten employed respondents felt they had been well prepared for their current occupation. Full-time employment salaries varied significantly by sex; 40% of males as compared to 17% of females earned at least $900 a month. Of health occupation graduates, 98% were working in related jobs, while only 38% of technical program graduates were working in related jobs. Program completion appeared to be an important variable in obtaining related employment. Of early leavers, 67% were lower division collegiate majors, most of whom transferred; early leavers were twice as likely as graduates to be full-time students. The data are analyzed by sex and age, and trends over the three year period 1974-1977 are reviewed. The survey questionnaire is included. (TR)

WE 004 003

VanDyck, Rita And Others
Student Attrition in the Wisconsin VTAE System Pertaining to Southwest Wisconsin Vocational-Technical Institute. Final Report.
Southwest Wisconsin Vocational-Technical Inst., Fennimore.
Report No.—03-016-151-227
Pub Date—Apr 77
Note—51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEJUL78; ED 151 067
Descriptors—Dropout Attitudes, Dropout Research, *Dropouts, Employment, Females, Institutional Research, *Job Training, Junior Colleges, Participant Satisfaction, Questionnaires, Student Problems, *Technical Institutes, Vocational Education

The purpose of this report was to obtain information on first semester dropouts from Southwest Wisconsin Vocational-Technical Institute (fall semester 1976) and to ascertain their reasons for leaving. A total of 135 individuals received questionnaires; response rate was 52%. Questionnaire items covered dropout characteristics, problems encountered in attending school, enrollment and instructional experiences, and current opinions. Although respondents were split evenly by sex, in proportion to the attending student body (76% males and 24% females), the attrition rate was greater for females than males. The highest attrition rate was for ages 20-25 (31.4%), followed by 28.6% for 18 year olds and 21.4% for 19 year olds. The programs with the highest dropout rates were mechanical drafting (33.3% of total enrollment), food preparation assistant (25%), and retail sales (25%). The main problem dropouts had in financing their education was ineligibility for grants; a high percentage had been employed while enrolled, and many in dropping out opted for immediate employment over education for future employment. Approximately 53% were not interested in attending any school in the future. Less than half felt they had gotten what they wanted from this particular institute. Policy recommendations for dealing with potential dropouts are made on the basis of the findings. (TR)

WE 004 004

Sawin, Douglas B.
The Fantasy–Reality Distinction in Televised Violence: Modifying Influences on Children's Aggression.
Spons Agency—Texas Univ., Austin. Research Inst.
Pub Date—Aug 77
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 151 073
Descriptors—Age Differences, *Aggression, Behavior Patterns, Documentaries, Elementary School Students, *Fantasy, Fiction, Sex Differences, *Television Viewing, *Violence

This study involving 120 fifth grade and 120 kindergarten children (all middle class) was designed to assess the extent to which children's understanding of observed violence as fantasy (fictional), as opposed to real (documentary), influences their subsequent aggressive behavior. Children were exposed to a violent televised episode that was introduced as a fictional portrayal (fantasy condition) or as a news broadcast (reality condition). Additional groups were given no information (no instructional set condition) about the violent stimulus or were not exposed to the violent episode (no-T.V. condition). Aggressive responses and helping responses were recorded immediately following exposure. Boys were most aggressive in the reality and no-T.V. conditions. They were less aggressive in the no-instructional set condition and least aggressive in the fantasy condition. In almost direct contrast, girls were most aggressive in the fantasy and no-instructional set conditions and least aggressive in the reality and no-T.V. conditions. These effects held for both older and younger children. The findings are discussed in terms of differences in the socialization of boys and girls for real and fantasy aggression. (Author/JMB)

WE 004 005

Davis, Enid
The Liberty Cap: A Catalogue of Non–Sexist Materials for Children.
Pub Date—77
Note—236p.
Available from—Academy Press Limited, 360 North Michigan Avenue, Chicago, Illinois 60601 (Paper, $4.95)
Data Base ID—RIEJUL78; ED 151 075
Descriptors—*Annotated Bibliographies, Biographies, Book Reviews, Changing Attitudes, *Childrens Literature, Early Childhood Education, Elementary Education, Elementary Secondary Education, Feminism, Library Material Selection, *Literature Guides, Preschool Education, Reading Material Selection, Role Models, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes

This book is based on reviews and comments from "The Liberty Cap", a newsletter of non-stereotyped children's books and resources. The first section of the book presents critical discussions of sex stereotyping and special book lists which focus on particular authors and themes such as fairy tale literature, male and female roles, careers and the women's movement. The second section, comprising most of the volume, consists of a catalog of more than 600 brief reviews of: picture books, easy readers, fiction and non-fiction for readers in grades 3-10 (grades further specified for each title) and books for young adults. A third section offers additional resources for parents and professionals involved with education: bibliographies, pamphlets and reports, and serial publications. The book's final section contains author, title and subject indexes, as well as lists of publishers, distributors and organizations. (BF)

WE 004 006

Medicine, Bea
The Native American Woman: A Perspective.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Contract—400-75-0025
Pub Date—Mar 78
Note—122p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-064; $6.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEJUL78; ED 151 122
Descriptors—*American Indians, *Anthropology, Change Agents, Cultural Background, Differences, Education, *Females, Futures (of Society), Income, Legal Problems, Marriage, Religion, Sex Differences, *Sex Role, Social Change, *Social History, Stereotypes, Tribes
Identifiers—Cheyenne (Tribe), *Native Americans

Presenting varied perspectives describing the Native American woman, this book is divided into six chapters as follows: (1) Native Americans and Anthropology (this chapter illustrates the way in which anthropologists have helped stereotype American Indian women); (2) The Native American Woman in Ethnographic Perspective (emphasizing role variations and tribal differences, this chapter points up the importance of cultural background); (3) The Native American Woman in Historical Perspective (emphasis on the negative stereotyping of American Indians by historians, with the assertion that the historian typically stereotyped more severely than the anthropologist); (4) The Plain's Native American Woman (emphasis on Cheyenne sexual roles, sexual rites, and sexual taboos); (5) The Native American Woman in Transition (lengthy excerpts from a biographical account by Bonnin and a semi-autobiographical account by Qoyawayma, both women who have experienced change agent roles); (6) A Perspective of the Issues and Challenges Facing the Contemporary Native American Woman (low income; legal problems; sexism; the Women's Movement; questions re: marriage, identity, and inter-tribal marriage; education; and religion). (JC)

WE 004 007

Garcia, Odalmira L.
Chicana Studies Curriculum Guide, Grades 9–12.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Contract—400-75-0025
Pub Date—Feb 78
Note—157p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-065, $7.00)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Data Base ID—RIEJUL78; ED 151 138
Descriptors—American Indians, Art Expression, Childrens Literature, Cultural Awareness, *Cultural Background, Cultural Factors, *Curriculum Guides, Educational Background, Enrichment Activities, Feminism, Folk Culture, Literature, Mexican American History, *Mexican Americans, Music, Resource Materials, Role Perception, Secondary Education, *Sex Role, *Social History, Sociocultural Patterns, Supplementary Reading Materials, Units of Study, *Womens Studies
Identifiers—*Chicanas

Intended to give Chicanas a balanced perspective of themselves which will make them aware of their rich heritage and able to understand themselves and their community, the guide focuses on Chicana resource materials which provide a setting whereby Chicanas can become cognizant of past and present Chicano contributions in order to define the future roles that they will play. The guide covers Chicanas in history; education and the Chicana; the Chicana and society–movements, institutions, studies, and mass media; the Chicana in literature; folklore; art–what the Chicano expresses through art; and Chicanas in music. Each area includes an introduction; overall objectives; a topical outline–topics covered and required and suggested readings; an outline of concepts covered–objectives, activities, materials, required and suggested readings, and expected outcome; and a listing of several enrichment activities. It is suggested that instruction include flexibility in the selection and completion of self-directed activities and alternative approaches to the subject matter. Small group processes are recommended to provide a setting for free interaction and value clarification which should stimulate exploration of and responsibility for personal role definition. (NQ)

WE 004 008

Kohen, Andrew I. And Others
Women and the Economy: A Bibliography and Review of the Literature on Sex Differentiation in the Labor Market.
Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date—Jul 77
Note—115p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEJUL78; ED 151 274
Descriptors—*Bibliographies, Blue Collar Occupations, Clerical Occupations, Employment, Females, *Labor Force, *Literature Reviews, Occupations, Professional Occupations, Promotion

(Occupational), *Salaries, Salary Differentials, Service Occupations, *Sex Discrimination, Sex Role, Social Attitudes, Unemployment, Work Attitudes, *Working Women

The booklet presents (1) a bibliography of approximately 660 references to literature about sex discrimination in the labor market and (2) an expository review of recent research about male/-female differences in earnings and occupational assignments. The bibliography is divided into 12 content categories. These include earnings of women workers, occupations of women workers (professional, clerical, blue collar, and service), unemployment among women, unionism, attitudes of and toward working women, and home production and child care. Most of the entries were published in the 1960s or 1970s. Information is given on author, title, source or publisher, date, and length. The second part of the document describes findings of theoretical and empirical research studies about sex differences in earnings and occupations. Occupational differentiation appears to be an important source of the male/female earnings disparity. However, it is not clear to what extent the differentiation is produced by labor market discrimination or by sex role discrimination in the home and schools. Tables illustrating the research statistics are included. (Author/AV)

WE 004 009

Cirksena, Kathy, Comp. And Others

Women's Educational Equity: Annotated Selected References and Resources. Bibliography Series: 1.

Far West Lab. for Educational Research and Development, San Francisco, Calif.Womens Educational Equity Communications Network, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Contract—300-77-0535

Pub Date—31 Oct 77

Note—21p.

Available from—WEECN, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 ($2.50, paper cover)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUL78; ED 151 281

Descriptors—*Bibliographies, Cultural Factors, Educational Problems, Elementary Secondary Education, Equal Education, Females, Feminism, Higher Education, Library Collections, *Literature Reviews, Publications, Reference Materials, Research Needs, *Resource Guides, Sex Discrimination, Social Problems, Textbook Evaluation, *Womens Education

Intended to provide an overview of available resources, the annotated bibliography contains 88 references to major resources on women and education. Most entries were published during the 1970s. The bibliography is designed for school personnel, researchers, parents, citizens, and members of women's organizations who want to know what programs, services, and materials are available to overcome sexism. It is presented in four parts. Part one lists 63 resources, alphabetically by title, which are books, reports, or bibliographies. These include bibliographies of Black and Chicano women, a research guide to women's issues, and a guide to nonsexist children's books. The books are grouped according to general educational level or a comprehensive overview. Part two presents five journals about research and women's studies. Part three identifies 13 newsletters and resource publications. Part four describes seven library collections emphasizing women, their history, and relevant social and political issues. (AV)

WE 004 010

Weber, Margaret B. And Others

The Relationship Between Teachers' Sex Role Attitudes and Stereotypic Reinforcement of Student Behaviors.

Pub Date—Mar 78

Note—65p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Data Base ID—RIEJUL78; ED 151 333

Descriptors—Females, Individual Characteristics, *Role Perception, *Sex Stereotypes, *Social Attitudes, Social Influences, Teacher Attitudes, *Teacher Behavior

Identifiers—*Sex Role Attitudes

The purpose of this study is to examine the relationship between stereotypic sex role attitudes of classroom teachers and stereotypic reinforcement behaviors towards students. Thirty-three white female preservice and inservice elementary and secondary teachers participated in this study. A projective attitude instrument, written classroom simulation, behavior observations, and questionnaires were used in this study. The results indicate that stereotypic sex-role attitudes are not related to stereotypic sex role behaviors, nor are the relationships between attitudes and behaviors consistent across high and low stereotypic feminine teachers. Further, stereotypic sex-role attitudes are not related to grade-level specialty. (Authors)

WE 004 011

Conger, Anthony J.

Group Profiles on Self-Esteem, Locus of Control, and Life Goals.

Pub Date—Sep 76

Note—38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEJUL78; ED 151 386

Descriptors—Academic Ability, *Aspiration, Educational Development, Ethnic Groups, Goal Orientation, Grade 12, Graduate Surveys, Group Norms, High School Curriculum, High School Graduates, *Individual Development, *Locus of Control, Longitudinal Studies, National Surveys, Performance Factors, Personal Values, Post Secondary Education, Racial Differences, *Self Esteem, Senior High Schools, Sex Differences, Socioeconomic Influences, Student Characteristics, Vocational Development, Youth

Identifiers—National Longitudinal, Study High School Class 1972

The ending of high school years is a critical time for most young people. It is a period when significant developmental tasks confront the adolescent; these tasks, if mastered, contribute to healthy and satisfactory growth into adulthood. Self-esteem, locus of control, and attitudes toward work, community, and family orientations are especially important and subject to change at this developmental stage. Data from the National Longitudinal Study of the High School Class of 1972 were used to generate group profiles, means, and standard deviations on self-esteem, locus of control, and the three life goals scales for respondents differing in terms of ability level, ethnicity, and post-high school activities. There are predictable differences among subgroups on each of the psychological attribute profiles and these differences were evident at the initial assessment. Demographic differences persisted unmodified by intervening experiences; this may be due partly to a heterogeneity of experiences within demographic classifications which might tend to diminish differences over a long period of time, but not over a short-term interval. The subgroups showing the greatest changes in profiles appear to be those undergoing the greatest changes in activites—from working to seeking employment, from working to homemaking, etc. (Author/EVH)

WE 004 012

Fleming, Emmett L., Jr. And Others

The Vocational Re-Evaluation of the National Longitudinal Study of the High School Class of 1972—Base-Year.

Pub Date—[74]

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEJUL78; ED 151 391

Descriptors—Academic Ability, Academic Aspiration, Background, Data Analysis, Federal Programs, Grade 12, Graduate Surveys, High School Curriculum, *High School Graduates, Longitudinal Studies, National Surveys, Occupational Aspiration, Racial Differences, Senior High Schools, Sex Differences, Socioeconomic Influences, Specialization, Statistical Bias, Student Attitudes, *Student Characteristics, Teaching Techniques, *Technical Education, *Vocational Education, Work Attitudes, Youth

Identifiers—National Longitudinal Study High School Class 1972

Though a previous study examined the data for vocational-technical students provided by the National Longitudinal Study of the High School Class of 1972, it did not exhaust the possibilities for evaluation of the data. The current study concentrated on three specific areas of analysis: (1) educational characteristics of students and selected univariate explorations; (2) multivariate explorations distinguishing vocational-technical students from others; and (3) student vocational and educational plans and ambitions. Vocational-technical students could be distinguished from academic and general students in terms of their academic ability, socioeconomic status, exposure to various teaching techniques, financial barriers to higher education, the incidence of remedial instruction, and participation in federal programs, such as Neighborhood Youth Corps and the Cooperative Vocational Education Program. Vocational students also differed from general students in terms of alienation, focus on the work world, channeling, sex, and race. Ambitions and plans of males and females in differing curriculum subgroups conform to the expected response patterns commensurate with their educational and social backgrounds. (BW)

WE 004 013

Donlon, Thomas F. And Others

Performance Consequences of Sex Bias in the Content of Major Achievement Batteries. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group. Career Awareness Div.

Report No.—ETS-PR-77-11

Grant—NIE-G-74-0008

Pub Date—Jul 77

Note—149p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Data Base ID—RIEJUL78; ED 151 415

Descriptors—*Achievement Tests, Comparative Analysis, *Content Analysis, Elementary Secondary Education, Females, Item Analysis, Males, Scores, Sex Differences, Sex Stereotypes, Standardized Tests, *Test Bias, Test Results

Identifiers—California Achievement Tests, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Sequential Tests of Educational Progress, *Sex Bias

The content of selected major achievement tests is examined for bias in the frequency of references to the male and the female sex. The performance of males and females is contrasted on each item considered, and the relationships between item content and the performance differences is surveyed. The tests used in this study include the Metropolitan Achievement Test, the Iowa Tests of Basic Skills, the California Achievement Tests, and the Sequential Test of Educational Progress. Grades 2, 5, 8, and

10 are analyzed. Major findings include: (1) females perform better on items containing female references; (2) both males and females perform less well on items with a greater number of references; (3) consistent patterns occur regardless of whether the content variable studies is the total number of references or the total number of factors; (4) items with more than the average number of references do not differentiate ability levels within sex groups as sharply as do other items; and (5) both sexes are similar on such noncontent factors as omitting or rate-of-work. A Manual for Identifying Sex Bias Explicit in the Content of Test Items is appended. (Author/MV)

WE 004 014

Spencer, Edwin C.

An Analysis of the Dropout Problem in Norfolk Secondary Schools.

Pub Date—Sep 77
Note—30p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEJUL78; ED 151 461
Descriptors—Academic Achievement, Age, Agency Role, *Dropout Characteristics, Dropout Prevention, Low Achievement Factors, Potential Dropouts, *Predictor Variables, Racial Differences, Secondary Education, Sex Differences, Statistical Studies
Identifiers—*Virginia (Norfolk)

The Norfolk, Virginia, city school system had the highest secondary school dropout rate in the State for the 1975-76 academic year. In the study discussed in this paper student dropouts are described from data in their academic files. The wish is expressed that by characterizing dropout prone students, something can be done to save them before they leave the school system permanently. A random sample of 25 percent of the city's 1,612 dropouts in 1975-76 was selected for data collection. The data, obtained from individual's academic records, was quantified and eighteen variables were examined statistically. Among these variables were race, sex, age, grade, parent(s) present in the home, parents' occupations, health handicaps, court and special agency records, grade point average, disciplinary notices received, IQ and achievement test performance. Results of the study are presented and are differentiated by race and sex. Areas where improvement could be made in helping dropout prone students are discussed. The potential usefulness of special school agencies is stressed. (Author/GC)

WE 004 015

Beller, Andrea H.

EEO Laws and the Earnings of Women. Reprint 243.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Pub Date—Sep 76
Note—14p.
Available from—Publications Department, Institute for Research on Poverty, University of Wisconsin, Madison, Wisconsin 53706 (Free)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEJUL78; ED 151 489
Descriptors—Affirmative Action, Caucasians, Comparative Analysis, *Equal Opportunities (Jobs), Federal Programs, Females, *Income, Salaries, Trend Analysis, Wages, *Working Women
Identifiers—Black Women, *Civil Rights Act 1964 Title VII

This paper discusses two federal programs designed to promote equal employment opportunities for women. It analyzes the impact of the federal contract compliance program (affirmative action) and Title VII of the Civil Rights Act of 1964 on the absolute level of the earning of black and white working women over the 1967-1974 period. It was found that both programs increased the earnings of women for this period of time. Moreover, it was found that the programs were effective in different ways, and that because of this they are complementary tools for reducing discrimination in employment. Enforcement of Title VII increased earnings primarily within industries and occupations. The federal contract compliance program increased earnings by lessening entry restrictions across industries and occupations, thus allowing women to move into higher paying jobs. Since the two programs are complementary, the entire equal employment opportunities effort could be made more effective if the programs were coordinated. It is noted that the charge system operating in Title VII is an effective mechanism for reducing discrimination in employment. The visibility of enforcement that accompanies the investigation of a charge provides a deterrent to discrimination that appears to extend beyond the scope of the original charge. It is also noted that black females appeared to have benefited greatly from enforcement of the sex discrimination provisions of the act. (Author/AM)

WE 004 016

Minnesota Women: Work & Training.

Council on the Economic Status of Women, St. Paul, Minn.
Pub Date—Oct 77
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAUG78; ED 151 530
Discriptors—Career Change, *Economically Disadvantaged, *Educational Opportunities, Elementary Secondary Education, *Employment Practices, Employment Problems, Employment Statistics, *Females, Graphs, Higher Education, Income, Job Training, Labor Force, Life Style, Marital Status, Social Services, Vocational Education, *Working Women
Identifiers—*Minnesota

The purpose of this report, based on testimony presented to the Council on the Economic Status of Women, is to explore the factors contributing to economic and psychological hardship for large numbers of women seeking employment in Minnesota. This report examines women's preparation and opportunities for employment and specifically addresses itself to the barriers to economic independence which exist in social services, employment, job training, and education. Information in the report is divided into the following four major categories: changing life patterns; barriers to economic self-sufficiency including employment practices, job training programs, elementary/secondary schools, vocational education, and higher education; new and emerging services; and findings and recommendations of the council. A brief description of the council's purpose, a list of its members, and a list of people who testified before the council concluded the report. (BM)

WE 004 017

Steiger, JoAnn

Vocational Preparation for Women: A Critical Analysis.

Steiger, Fink and Smith, Inc., McLean, Va.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Research and Development Unit.
Contract—RDD-A5-240
Pub Date—Dec 74
Note—29p.
Available from—Steiger, Fink and Smith, Incorporated, 6723 Towne Lane Road, McLean, Virginia 22101
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAUG78; ED 151 537
Descriptors—Educational Responsibility, Employment Patterns, Equal Opportunities (Jobs), *Females, Sex Discrimination, Social Science Research, *Vocational Education, *Womens Education
Identifiers—Sex Role Stereotypes

In this analysis of vocational preparation for women material is presented to substantiate the claim that women are joining the labor force in increasing numbers and their career opportunities are expanding, but that the educational system has failed to respond. Statistical data is cited showing that women have traditionally been employed in just a few low-paying jobs and that they should seek careers in traditionally male-dominated fields. The laws relating to sex equality in employment are discussed, as well as the socialization forces which push women into a highly-restricted vision of their role. Evidence is presented that schools heavily reinforce the traditional sex-role stereotypes in course offerings, curriculum materials, guidance and counseling programs, and other aspects of school life. In addition, recommendations are presented for changes in the educational system to make it more responsive to the real needs of women students. (BB)

WE 004 018

World of Work K-10 Continuum.

Warren City Schools, Ohio.
Pub Date—[77]
Note—44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAUG78; ED 151 592
Descriptors—*Career Education, Career Opportunities, Curriculum Guides, Elementary Secondary Education, *Equal Opportunities (Jobs), Females, Individual Development, Learning Activities, *Lesson Plans, Sex Role, Sex Stereotypes, Social Attitudes, Social Values, Teaching Guides, Vocational Development, *Working Women

Based on the ideas and outlines submitted by teachers and administrators participating in a workshop on women's role in the world of work, this collection of sample lessons focusing on the career development of women can be taught at various levels of the career education world of work K-10 continuum. The content is presented in sixteen units. Each unit stresses one of seven career development areas and includes suggested grade levels, developmental objectives, behavioral objectives, suggested activities, and a sample lesson. The sample lessons consist of a title, a listing of the materials needed to conduct the lesson, and a procedure (a description of activities that enhance the lesson). The seven areas of career development included are self, world of work, education and training, individual and environment, decision making, employability and work adjustment, and economics. A plan for the equalization of male/female role opportunities, especially at the senior high school level, concludes the guide. (EM)

WE 004 019

Hunt, Vilma R.

The Health of Women at Work. A Bibliography. Occasional Papers No. 2.

Northwestern Univ., Evanston, Ill. Program on Women.
Pub Date—Feb 77
Note—173p.
Available from—Program on Women, 619 Emerson Street, Evanston, Illinois 60201 ($6.00)
Data Base ID—RIEAUG78; ED 151 609
Descriptors—*Bibliographies, Health Services, *Occupational Diseases, Occupational Surveys, *Physical Health, Special Health Problems, Stress Variables, Work Environment, *Working Women

Both English and foreign language articles and books, most of them published since 1950, are cited in this bibliography on the health of women in the workplace. Citations were selected to represent the efforts that have been made by health professionals, statisticians, historians, and social scientists in this area. The designation "at work" encompasses all work settings, including the home, but there are few references to the latter. The bibliography is divided into seventeen chapters, each of which has a brief author preface which notes issues and themes on the topic or refers the reader to related topics. Topics include history of working women; accidents; cardiovascular system; dermatitis and allergies; infectious diseases; effects of noise; radiation: ionizing and non-ionizing; reproductive systems (including pregnancy); respiratory systems; stress, disability, efficiency and absenteeism; effects of toxic substances; general studies of women; general epidemiological studies; occupational health services; United States government documents; International Labor Office documents; and documents for occupations not elsewhere classified in the bibliography. Each chapter is divided into English and foreign language studies. The bibliography does not cover mental health. (BB)

WE 004 020

Sellers, Lois Ann, Comp. Gordon, Ruth, Comp.

Current Projects in Vocational Education FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I and J).

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Contract—300-75-0141

Pub Date—Feb 78

Note—248p.

Available from—National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Data Base ID—RIEAUG78; ED 151 611

Descriptors—Abstracts, Adult Education, *Bilingual Education, Counseling Services, *Demonstration Projects, Educational Administration, Educational Improvement, Educational Legislation, Federal Legislation, Guidance Programs, Instructional Materials, Placement, Post Secondary Education, Sex Discrimination, Sex Stereotypes, Staff Improvement, *Vocational Education, Vocational Followup, Work Experience Programs

Identifiers—Vocational Education Amendments 1968

Following a narrative introduction and list of project titles, the abstracts are arranged alphabetically by state within each of the following four sections that represent parts of the Vocational Education Amendments of 1968 under which funding was obtained: Part C, research (97 projects); Part D, demonstration (66 projects); Part I, curriculum development (14 projects); and Part J, bilingual vocational training (22 projects). The Part C projects are grouped according to the following priority areas: equal access and opportunities; sex-role stereotyping and sex bias; education and work program; adult and postsecondary vocational education; curriculum management and instructional materials; personnel development, comprehensive systems of guidance, counseling, placement, and follow-through; administration at the state and local level, and special projects of national significance. Part D projects are grouped by experience-based career education, cluster projects, and work experience and cooperative vocational education. The information provided for each project includes application number, contract or grant number, title, principal investigator and organization, funding period and an abstract summarizing project objectives, procedures, and expected contribution to education. The projects are indexed by application number, principal investigator, and state. (Author/BM)

WE 004 021

Legg, Marilyn R.

A Progress Report of Activities in "To Study a Program to Overcome Sex Bias Barriers in Women's Qualifications for Vocational Administration Posts.".

Pub Date—4 Dec 77

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 613

Descriptors—Administrative Personnel, *Administrator Qualifications, Females, Occupational Surveys, Questionnaires, Test Construction, *Vocational Education, Vocational Education Teachers

Identifiers—*Sex Bias

One of four phases has been completed in a study conducted at Kansas State University of sex-bias barriers in women's qualifications for vocational administration posts. The project's objective is to improve the probability that women may be able to move into vocational administration. The first phase, a field survey in the form of a mail questionnaire, was designed to create a realistic picture of qualifications needed for vocational education administration in Kansas from demographic data collected on present vocational administrators. In addition, demographic data was gathered on women to give input into qualification areas needing development. The survey measures women's views of the importance of administrative functions of vocational education, the factors contributing to women's underrepresentation in vocational administration, and the importance of qualifications in the hiring of administrators. These views are to be compared to those held by the predominately male vocational administrators and heads of policy boards. The survey also measures women's confidence in their ability to perform administrative functions and their aspirations for further education and vocational administration positions. Finally, the survey describes the employment picture for vocational administration in Kansas. The second phase of this project is to develop and validate a procedure for equating unpaid volunteer experience with traditional paid work experiences. This phase is still in the planning stage. (The basic four-page questionnaire is appended.) (BB)

WE 004 022

Kahoe, Richard D. Meadow, Mary Jo

Three Dimensions of Sexist Attitudes: Differential Relationships with Personality Variables.

Pub Date—Aug 77

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 619

Descriptors—College Students, Factor Analysis, *Females, *Locus of Control, Personality Assessment, *Psychological Tests, Sex Stereotypes

Identifiers—*Sex Role Attitudes

This paper presents a study in which three separate factors with substantial face validity were replicated, factor analyzing 74 attitudes-toward-women items with two college samples of 159 and 195 subjects. Three sex-role attitudes scales based on the factor analyses were related to 10 personality variables. The relationsips supported the psychological healthiness of liberal attitudes toward women. The study focused on significant differences between correlations of the sexism scales with personality variables. Two-way interactions between sexism variables were tested by relating the variables in pairs to the personality measures. There were few significant interactions, but the results in general supported the need to consider attitudes toward women as multi-dimensional. (Author)

WE 004 023

Harway, Michele

Studying Sex Discrimination in Counseling Psychology.

Pub Date—77

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 621

Descriptors—*Career Planning, Counselor Attitudes, *Females, Motivation, *Sex Discrimination, Sex Stereotypes, Social Influences

This paper describes some of the factors which affect research on sex discrimination in counseling, and also presents some of the findings of a recent study on this topic. One suggestion made is that while the counselor's role has traditionally been a passive exploration of student options, it would be better for counselors actively to encourage women to seek nontraditional careers. Otherwise, their socialization may prompt them to consider only the most traditional career options. In addition, the author discusses several key issues for future researchers to deal with: (1) to specifiy what is meant by sex discrimination and to achieve some consistency in the use of this term; (2) to research the total process of counseling rather than its component elements; (3) to acquire more information about sex discrimination in personal/social counseling, since research there is even more limited than in career counseling; and (4) to acquire more information on the differential impact of counseling on men and women. (PFS)

WE 004 024

Albino, Judith E. Shuell, Thomas J.

Contextual Determinants of Achievement Responses in Men and Women.

Pub Date—Aug 77

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 624

Descriptors—*Achievement, College Students, *Environmental Influences, *Experimenter Characteristics, Males, *Motivation, Sex Differences, Success Factors

Picture stimuli depicting females and males working together were shown to college students by either a male or a female experimenter. Subjects' responses to the pictures were assessed using standard need achievement scoring. A significant interaction was obtained between sex of subject and sex of experimenter, such that higher need achievement scores were obtained by males when the experimenter was male. A categorical analysis of achievement attributions in responses revealed no differences in achievement roles and levels ascribed to female or male stimulus figures, although both male and female students ascribed higher occupational status to males than to females. (Author)

WE 004 025

Andberg, Wendy L. And Others

Career Influences, Educational Experiences, and Professional Attitudes of Women in Veterinary Medicine.

Pub Date—[76]

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEAUG78; ED 151 633

Descriptors—*Career Choice, College Students, *Educational Experience, Family Influence, Occupational Aspiration, Professional Education, Sex Discrimination, Sex Stereotypes, *Student Attitudes, *Veterinary Medicine, Vocational Interests

A college of veterinary medicine in a large state university compared its male and female students on the influences on their career choice, including attitudes of family and school personnel, and students' academic experiences, gender-role expectations and conflicts, attitudes regarding professional dedication and competence, and their need for support services. Women had received more discouragement than men from male and female high school counselors and teachers, and from male college counselors. Half the women felt discrimination at the college. Women were more nontraditional than men in their attitudes on both personal and professional gender-roles. Women were also more nontradtional than men believed them to be in their expectations for the effect of childrearing on the time they devote to work. Students felt that all support services should increase, but that women need more career counseling than men. Even though they have made a career choice and are enrolled in the professional school, women lack an understanding of their opportunities and roles in the field. The authors recommend a variety of ways for traditionally male professional schools to increase the exposure of women to the profession and to their opportunities in it. (Author)

WE 004 026

Fitzpatrick, Jody L.

Academic Underachievement, Other-Direction, and Women's Role in Bright, Adolescent Females.

Pub Date—[74]
Note—8p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 151 637
Descriptors—*Academic Achievement, Adolescents, *Females, *High Achievers, High School Students, *Locus of Control, *Role Perception, *Underachievers

Achievement patterns and the relationship to achievement of other- direction and attitudes toward women were investigated in 43 10th-grade females with IQ scores of above 110. Achievement indices consisted of grades, as well as mathematical and verbal achievement test scores. Beginning at Grade Six, grades of underachievers differed significantly from those of achievers. Subjects scoring high on other-direction demonstrated significantly lower mathematical achievement. A traditional view of women's roles was significantly related to lower achievement in mathematical test scores and grades. Results are discussed in relation to research in the areas of locus of control, achievement, and underachievement in bright females. (Author)

WE 004 027

Kimmel, Melvin J.

Correlates of Trust of a Teacher in 4th-Grade Classrooms.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.
Grant—BNS76-1096j; IF22MH02624
Pub Date—Aug 77
Note—12p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAUG78; ED 151 639
Descriptors—Academic Achievement, Child Psychology, Elementary School Students, Sex Differences, Student Attitudes, *Student Teacher Relationship, *Teacher Influence
Identifiers—*Trust (Social Behavior)

Relationships between children's trust of a teacher and achievement, attitude toward school, and pupil-teacher interaction patterns were studied in fouth-grade classrooms. Trust was found to be positively correlated with arithmetic achievement and liking of school–but only for the girls. No positive relationships existed between trust and the interaction categories for either sex. However, a negative relationship was found between a girl's trust of her teacher and the number of unsolicited child-centered behaviors the girl received from the teacher. It was suggested that personality variables may be more significant than the immediate interaction patterns in determing a child's trust of a teacher and that the sex of both pupil and teacher should be considered when studying trust in the classroom. (Author)

WE 004 028

Singleton, Louise C. Asher, Steven R.

A Developmental Study of Sociometric Choices in Integrated Classrooms.

Pub Date—Aug 77
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 151 640
Descriptors—Age Differences, Child Psychology, Classroom Integration, *Developmental Psychology, Elementary School Students, *Peer Relationship, Racial Integration, Sex Discrimination, Sociometric Techniques

This study examined developmental changes in children's own-race and cross-race sociometric ratings, using a longitudinal design. Subjects were 38 black and 116 white children. They were tested in third grade in 1973 and again in sixth grade in 1976. These children had experienced racially integrated education from kindergarton onward. In addition, to assess the possibility of cohort differences, 52 black and 153 white third-grade children were tested in 1976. A roster-and-rating sociometric technique was used. Children were asked how much they liked to play and work with each of their classmates. The major finding was that the influence of race on sociometric ratings increased over age. However, omega-squared analyses indicated that the effect of race was much smaller than the effect on sex. There was little evidence of cohort differences. (Author)

WE 004 029

Eddinger, Lucy Forbush, Janet

School-Age Pregnancy and Parenthood in the United States.

National Alliance Concerned with School-Age Parents, Washington, D.C.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—77
Note—45p.
Available from—NACSAP, 7315 Wisconsin Avenue, Suite 211-W, Washington, D.C., 20014 ($5.00 each)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAUG78; ED 151 652
Descriptors—Adolescents, Counseling, Parent Responsibility, *Personal Values, *Pregnant Students, *Social Behavior, *Student Needs, Technical Assistance

The National Alliance Concerned with School-Age Parents (NACSAP) is a private, non-profit, multidisciplinary membership organization specializing in technical assistance to those working with school-age parents, young families at risk, and sexually active youth. This publication represents a compilation of information relating to adolescent pregnancy. It views adolescence as a time of values testing, and brings together data from a number of surveys and studies. Topics include: needs and opportunities of school-age parents; evaluation of current programs; staff training needs and the role of technical assistance. (Author/BP)

WE 004 030

Severance, Laurence J. Gottsegen, Abby J.

Modeling Influences on the Achievement of College Men and Women.

Pub Date—29 Aug 77
Note—14p.
Available from—L. J. Severance, Department of Psychology, Skidmore College, Saratoga Springs, New York, 12866
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 151 665
Descriptors—*Achievement, *Attribution Theory, *Behavior Change, College Students, Expectation, Higher Education, Learning Processes, *Modeling (Psychological), *Performance Factors, Research Projects, Role Models

This study examined the influence of male and female models on the expectancies, achievement, and attributions of college students. A factorial design varied sex of subjects (male, female), sex of models (male, female), and causal attribution offered by models for completion of a novel task (effort, luck, ability, task difficulty). Females' expectancies for success were lower than males' expectancies. Overall, performances were not different between the sexes. However, a sex by model by attribution interaction showed that male and female performances were enhanced by different model-attibution combinations. Results were discussed in terms of attribution theory and social comparison processes. (Author)

WE 004 031

Ward, Colleen

Is There a Motive to Avoid Success in Women?

Pub Date—[76]
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 151 666
Descriptors—*Achievement, Behavior Theories, Failure Factors, *Fear of Success, *Females, *Motivation, Personality Development, Role Perception, Success Factors

The motive to avoid success (M-S) is a stable personality disposition acquired early in life in conjunction with sex role standards which acts as an inhibiting factor in achievement motivation. Horner (1968) postulates that many women experience anxiety in competitive situations and learn to fear success because of its incongruence with the traditional feminine role. M-S is conceived of within the expectancy value theory and is only one factor in the overall assessment of achievement motivation. To explain M-S in terms of this theory, the assessment and measurement of fear of success and its role in predicting behavior is presented in conjunction with earlier research on achievement motivation. The paper concentrates on three areas: (1) methodological and theoretical criticisms of M-S research (validity and reliability of measurement, fear of success as a situational variable, M-S as a reflection of sex role stereotypes); (2) explanation of M-S within the Expectancy-Value theory of motivation and supporting research; and (3) suggestions for further research. (Author)

WE 004 032

Rosen, Raye H.

Teenage Pregnancy and Parental Involvement: Changing Trends.

Grant—HD07739-01
Pub Date—3 Sep 77
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 151 673
Descriptors—*Abortions, Adoption, *Conflict Resolution, *Decision Making, Illegitimate Births, Individual Power, *Parent Participation, Peer Relationship, *Pregnancy, Research Projects, *Teenagers, Unwed Mothers

This study investigates decision-making among women with unplanned and unwanted conceptions. Subjects were females younger than 18 years old, who were unmarried at the time that they became pregnant (N=432). Data were obtained by means of questionnaires given to subjects prior to abortion or delivery. Questions concerned involvements of mother, father, parents combined, peers, girl friend and male partner in the pregnancy and its resolution. Items also addressed the amount of decision-making conflict, as well as the women's attitudes and perceptions. Findings indicate the following: (1) when respondents first thought they might be pregnant but were not sure, few sought parental advice, especially in comparison to proportions who turned to their male partner or to a friend; (2) once pregnancy was confirmed, the mother had some influence on half or more respondents in each category. This influence was most important for the white adoption and the black abortion groups; and (3) for all groups, mother's influence was positively associated with conflict, suggesting that those who experienced conflict tended to turn to mothers for support or that mothers' intervention increased or produced conflict. Thus, adolescents still choose parents as a source of support. (Author/JLL)

WE 004 033

Lamb, Michael E.

The Relationships Between Mothers, Fathers, Infants, and Siblings in the First Two Years of Life.

Pub Date—Sep 77
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 674
Descriptors—*Attachment Behavior, Child Development, Developmental Psychology, Infant Behavior, Laboratories, Literature Reviews, *Parent Child Relationship, Personality Development, Sex Role, *Siblings, *Social Relations

This paper discusses the nature of the infant social world. Infants develop attachments to both parents. Father-child and mother-child relationships are qualitatively different. They involve different types of experiences and have different implications for the child's personality development. The fathers' sex-differentiating behavior focuses the children's–especially the boys'–attention on the same-sex parent. Early parent-infant interactions may facilitate gender role acquisition. Siblings seem to play an important role in facilitating infant mastery over the inanimate environment. It appears that infants are not attached to their preschool-aged siblings. Yet siblings may still exert an important impact on infant development. Parent-infant and sibling-infant relationships both underscore the need for theory and research on the complexity and multidimensionality of the infant social world. (Author/JLL)

WE 004 034

Mercer, Ramona T.
Internal and External Constraints on Teenage Mothering.
Pub Date—14 Oct 77
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 151 678
Descriptors—*Child Rearing, Financial Problems, Maturation, *Mother Attitudes, *Parent Child Relationship, *Role Perception, Teenagers, *Unwed Mothers

This paper reports findings of an exploratory field study of the teenager's first year of motherhood. Twelve subjects, aged 14-19, were interviewed a number of times during that year. Interviews were largely unstructured, allowing mothers to express their concerns and feelings. Data for analysis were: (1) narrative style protocols that were recorded as nearly verbatim as possible immediately following interviews; and (2) neonatal perception inventories. Internal constraints included innaccurate interpretations of the situation and the infants' behavior dependence on their mothers, confusion of feminine identity, and expressions of a high level of hostility. Infants' health status reflected their mothers' difficulties; two infants experienced failure-to-thrive syndrome, and one infant suffered a skull fracture. Factors that increased mothering competence included the ability to: progress in other roles, experience reward and gratification in watching their infants grow and mature, experience a changed, more mature relationship with their mothers, and experience a rewarding relationship with a mate. External constraints included conflicting societal values and norms which increased their anxiety, making them feel like misfits. Marriage was viewed by the single teenagers as financially penalizing, as imposing additional work, and as preventing them from getting ahead. Lack of institutional support, i.e., financial help for married couples and child-care centers for all, made it difficult to pursue educational and professional goals. (Author/MFD)

WE 004 035

Smith, Philip M.
Talking About Androgyny: Getting There is Half the Fun.
Pub Date—Jul 77
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 151 686
Descriptors—*Androgyny, Literature Reviews, *Measurement Techniques, Mental Health, Perception, Self Concept, Sex Differences, Sex Stereotypes, *Social Attitudes

The history of the concept of psychological androgyny is very much the history of research on its components, masculinity (M) and femininity (F). Two very different approaches to MF measurement are discernible in the literature: the sex difference approach aims to distinguish men from women reliably, while the sex stereotype approach is concerned with comparing individuals' self-concepts to widely-held beliefs and expectations about men and women, regardless of how valid these stereotypes are. Data from 160 men and women are considered in a study designed to overcome the methodological problems of sex stereotype MF scales now in use, and to investigate the relationship of sex stereotypes to sex differences and male-female relations. Sex stereotypes are found to markedly exaggerate and misrepresent self-rated sex differences. Procedures for examining the correspondence between self-ratings and the way one is perceived socially are suggested as a means of testing the utility of paper-and-pencil approaches to MF measurement. Speech cues (verbal and non-verbal) are among the most important bases for social perception, and are nominated as deserving of further attention in this context. (Author)

WE 004 036

Sex Role Stereotyping in the Schools. Revised Edition.
Spons Agency—National Education Association, Washington, D.C.
Pub Date—77
Note—125p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAUG78; ED 151 701
Descriptors—*Classroom Environment, Counselor Role, Curriculum, Educational Counseling, *Elementary Secondary Education, Federal Legislation, Politics, Research Reviews (Publications), School Community Relationship, Textbook Bias
Identifiers—*Sex Role Stereotypes

This book on sex role stereotyping in the schools is divided into two parts. Part One concerns the school and the classroom, and addresses such topics as sexist language, biased textbooks, educational guidance, sex roles, politics, athletics, the counselor's challenge, and the curriculum. Part Two concerns the school and the community, and discusses equality, ERA, career outlook, Title Nine, and the Dualist Theory of Human Resources. (Author/JLL)

WE 004 037

Nelson, Karen H.
Cognitive Styles and Sex Roles in Teaching–Learning Processes.
Pub Date—26 Aug 77
Note—18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 171 705
Descriptors—*Cognitive Style, Individual Characteristics, Learning Processes, *Sex Differences, Stereotypes, Teaching Skills, Values
Identifiers—*Field Dependence

Cognitive style models describe individual differences in information-processing, or methods for deriving meaning from the world. Each style is theoretically value-free; each is valid and has strengths or weaknesses depending upon its context. However, this value freedom has been threatened in two ways. First, while cognitive style has been ignored by most educators, typically, those behaviors consistent with one pole of a style dimension have implicitly or explicitly been valued, thereby devaluing the alternative style. Second, sex differences in cognitive style tend to be such that those styles that predominate among males are favored by educators and researchers. It may be concluded that one of the merits of the concept of cognitive style is that any style is valid and valuable. However, value judgments, often redundant with sex and sex role differences, have denied such contributions as the field dependent's ecological sensitivity and the intuitive's talents for problem-definition and brainstorming. Research by practititoners suggests that style-biased education cuts off options for individuals and favors stereotyping and stagnation within courses and careers. Style-sensitive educational programming capitalizes on the strengths of the style that one brings to a task and provides means of developing individual and educational flexibility. (Author)

WE 004 038

Hearing Before the Subcommittee on Employment Opportunities of the Committee on Education and Labor on Legislation to Prohibit Sex Discrimination on the Basis of Pregnancy, Part 2, H.R. 5055 and H.R. 6075. House of Representatives, Ninety–fifth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—29 Jun 77
Note—187p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAUG78; ED 151 706
Descriptors—Birth Rate, *Civil Rights Legislation, Employer Attitudes, Federal Legislation, Females, Fringe Benefits, Health Insurance, *Pregnancy, *Sex Discrimination, Wages, *Working Women

This congressional hearing presents testimony regarding H.R. 5055 and H.R. 6075, which would prohibit sex discrimination on the basis of pregnancy. Testimony from various representatives of business and industry is included, as well as a number of prepared statements and letters. Arguments are presented on both sides, focusing on issues such as the possibility of increased costs to employers, the question of discrimination against women, and possible effects on the birth rate. (Author/BP)

WE 004 039

Lourie, Joan Mayo, Cynthia
Re–Entry: An Analysis of the Needs and Problems of the Returning College Student.
Pub Date—4 Aug 77
Note—92p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAUG78; ED 151 716
Descriptors—Adult Students, Counseling Goals, Higher Education, Nontraditional Students, Peer Counseling, Sex Differences, *Student Needs, Student Problems
Identifiers—*Reentry Students

The major objective of this study was to determine the needs and problems experienced by re-entered college students (those 25 years and older). Although limited to one institution, the sample was substantial in size. A questionnaire survey, mailed to all 2,958 re-entered students, was designed to determine whether or not any patterns existed in students' expressed needs and problems based on differences in sex, age, and length of interruption in schooling. Major findings were that women expressed more difficulties and concerns, more desire for counseling services, and more desire for re-entry services than did men. Length of interruption was a factor; the longer a student was away from schooling, the more he/she expressed difficulties and concerns. Age did not influence desire for counseling. Results are reported in detail, and a sample questionnaire is included. (Author/LEB)

WE 004 040

Blum, Robert E. Doyle, Linda
A Qualitative Incremental Improvement to Reduce Sex Role Stereotyping on the Career Choices of Junior High Students. Final Project Performance Report.
Jefferson County Public Schools, Lakewood, Colo.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Contract—300760419
Pub Date—Nov 77
Note—51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Data Base ID—RIEAUG78; ED 151 793

Descriptors—*Career Exploration, Check Lists, Curriculum Development, English Instruction, Grade 8, Grade 9, Inservice Teacher Education, Junior High Schools, *Language Arts, Program Evaluation, Program Improvement, Sex Discrimination, Units of Study

Identifiers—*Sex Role Stereotypes

"The Now and the Future," a unit that integrates career development into existing eighth and ninth grade language arts programs, was revised to reduce sex-role stereotyping in career exploration experiences and was implemented in 24 schools. This project performance report describes the major activities involved in revising the curriculum materials and implementing the changes. Activities are divided into five categories: materials preparation, inservice preparation and delivery, unit implementation, evaluation, and dissemination. Changes and major problems that arose during the project are also discussed. A breakdown of project participants, sample teacher's guide materials, and a "Sex-Fair Treatment Checklist" used to revise the unit materials are included. (GW)

WE 004 041

Marzolf, Marion

Up From the Footnote: A History of Women Journalists.

Pub Date—77

Note—297p.

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, New York 10016 ($12.95 cloth)

Data Base ID—RIEAUG78; ED 151 799

Descriptors—*Females, Foreign Countries, Journalism, Mass Media, *News Media, Newspapers, Radio, Television, *United States History, Working Women

Identifiers—Europe, *Journalists

Women journalists have a rich history and tradition that they are just beginning to discover. This book highlights the experiences and thoughts of many women in various journalistic jobs and stages of professional development. The first five chapters cover the history of women journalists in the United States in newspapers, radio, and television from the early seventeenth century to the present. The last four chapters cover the following topics: women's pages in newspapers, the history of the feminist press, women journalism educators, and women journalists in Western Europe. (CC)

WE 004 042

White, Barbara A.

American Women Writers: An Annotated Bibliography of Criticism.

Pub Date—77

Note—118p.

Available from—Garland Publishing, Inc., 545 Madison Avenue, New York, New York 10022 ($12.50 cloth)

Data Base ID—RIEAUG78; ED 151 800

Descriptors—*American Literature, Annotated Bibliographies, *Authors, *Females, *Feminism, *Literary Criticism, Literary Genres, Literary History, Literary Perspective, Literary Styles

This annotated bibliography lists works of criticism that analyze women writers in the United States as a group. The categories under which over 400 titles are listed include biography, special groups, special topics, literary history, contemporary assessments, feminine sensibility (whether men and women write differently, and why), the problems that women writers face, "phallic criticism" (discriminatory treatment of women by critics and publishers), feminist literary criticism, and miscellaneous. An index to the critics and editors listed in the book is included. (RL)

WE 004 043

Stitzel, Judith G.

Unlearning to Not Speak: Feminism in the Classroom.

Pub Date—Nov 76

Note—12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 821

Descriptors—Changing Attitudes, *English Instruction, *Females, Feminism, Higher Education, *Literary Analysis, Literature Appreciation, *Personal Values, Poetry, *Sex Discrimination, Sex Stereotypes, *Student Attitudes

This paper shows how the analysis of works by women writers can be used to help students explore their own values and feelings concerning sexism. It first presents a teacher-written dialogue in which a woman accuses a man of making a sexist remark and describes the lively class discussion engendered by the reading of the dialogue. It then recounts class members' reactions to two poems by Marge Piercy depicting the effects on women of negative societal attitudes toward them and shows how an instructor can help students make connections between the feelings expressed in the poems and their own experiences and attitudes. Through the process of literary analysis both male and female students can be helped to understand the need for "unlearning" and challenging sexist patterns. (GW)

WE 004 044

McCarthy, Kevin M.

The Application of Linguistics in the Classroom.

Pub Date—Feb 78

Note—9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 844

Descriptors—*English Instruction, Etymology, Grammar, *Language Attitudes, *Linguistics, Secondary Education, Sex Differences, Spelling, *Teaching Techniques

In order to move away from the prescriptive methods of teaching English that only make students more self-conscious and reticent in their language use, teachers should introduce word games, relevant issues, and exciting strategies to instill in their students the love of language. This article presents five exercises developed to encourage students to look further into our language's history and to develop competency in its use. Exercises are based on the following aspects of language: etymology, including the history of words and phrases that have come about through misconceptions; the study of euphemisms, which can develop an appreciation for the nuances of language; sex differences in language and their implications for our culture; the importance of grammar, which is presented through entertaining, yet educational, questions; and palindromes, or words spelled the same both forwards and backwards. (CC)

WE 004 045

Meese, Elizabeth A.

Southern Women's Literature: A Process of Discovery.

Pub Date—Dec 77

Note—9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 850

Descriptors—Authors, *Characterization, English Instruction, Folk Culture, Higher Education, Integrated Activities, Literary Influences, Literary Perspective, Literary Styles, *Literature Appreciation, *Local Color Writing, Oral History, Regional Characteristics, Southern Attitudes, *Southern States, *Womens Studies

Teachers and students worked together at the University of Alabama to evolve a literature course that dealt with the Southern regional character and culture as manifested in the writings of women. The course began with an orientation to the region, with emphasis on the images and stereotypes of Southern women. Literary material included in the course was divided into four sections determined by subregions and covering lowland white, lowland black, mountain, and Cajan, Acadian, and Creole. Planned activities integrated reading, discussion, and a number of research tasks that included collection of oral history, study of folklore, and archival work with manuscripts. Regionalism was approached as a whole perceptual structure manifested in each piece of writing through the language, structure, details of climate, setting, flora, fauna, social relationships, community layout, and individual character types. (MAI)

WE 004 046

Berryman, Cynthia L.   Wilcox, James R.

Attitudes toward Male and Female Speech: Experiments on the Effects of Sex-Typical Language.

Pub Date—Dec 77

Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEAUG78; ED 151 873

Descriptors—*Females, *Language Attitudes, Language Styles, Sex Differences, Sex Role, Sex Stereotypes, Speech

Identifiers—*Oral Communication

This document describes two experiments that tested male and female attitudes toward sex-typical language. In the first experiment, 119 undergraduate females were asked to read and evaluate one of two written passages where the linguistic features were manipulated to create male and female sex-typed versions. Participants were tested on their attitude toward the following: the message, speaker of the message, sex-role stereotype of the speaker, and sex identity of the speaker. In addition, they were asked to complete the Fand Inventory of Feminine Values. The results reflect significant differences in the evaluation of source-anonymous male and female speakers in the areas of sex, command, self-orientation, and compliance. The second experiment, involving 59 females and 42 males, repeated the sex-typed readings of the first experiment. The results indicate that evaluation of female speakers differs significantly from that of male speakers with regard to command, accommodation, plausibility, and sex. Six data tables and a bibliography accompany the document. (MAI)

WE 004 047

Lesser, Philip

The Participation of Women in Public School Administration.

Pub Date—Mar 78

Note—24p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 151 958

Descriptors—*Administrative Personnel, *Educational Administration, *Employment Patterns, Employment Statistics, *Equal Opportunities (Jobs), *Females, Public School Systems, Salaries, School Administration, Tables (Data), Working Women

Identifiers—Missouri (Saint Louis)

This presentation reports on a study of the participation of women in public school administrative positions for the St. Louis Metropolitan Area (1968-9 through 1975-6). While the numbers and percentages of women in administration generally increased, these findings need to be qualified. First, when the number of administrators increased, men increased more than women; and when administrators decreased, women decreased more than men. Second, most of the increase registered for women occurred in personnel/support positions (where men likewise increased, though to a lesser degree) rather than in positions of decision making and control (where women declined and men increased). (Author)

WE 004 048

Coffin, Gregory C. Ekstrom, Ruth B.

Aspirations, Experience, and Roadblocks to the Hiring of Women in Educational Administration.

Pub Date—Apr 77
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RiEAUG78; ED 151 966
Descriptors—*Administrative Personnel, *Educational Administration, *Equal Opportunities (Jobs), *Females, Occupational Surveys, Questionnaires, School Administration, *Sex Discrimination, *Success Factors, Working Women

Sixty-four women who hold positions in educational administration completed questionnaires describing themselves, their professional aspirations, their experience in seeking employment as administrators, the roadblocks they believe limit their careers, and the factors that have contributed to their success. Almost all the respondents hold one or more advanced degrees; 50 percent have doctorates. Two-thirds are employed as superintendents, assistant or associate superintendents, principals, assistant principals, or in other central office administrative positions. Sex discrimination, predetermined appointments, and negative attitudes of the hiring authorities were the major roadblocks reported. These interacted with age and race discrimination. Personal traits such as hard work, competence, good health, vigor and stamina, interpersonal and human relations skills, and persistence were identified as major factors leading to success. (Author/MLF)

WE 004 049

Gillers, Stephen, Ed.

Looking at Law School: A Student Guide from the Society of American Law Teachers.

Pub Date—77
Note—253p.
Available from—New American Library, 1301 Avenue of the Americas, New York, N.Y. 10019 ($4.95)
Data Base ID—RIEAUG78; ED 152 156
Descriptors—Accreditation (Institutions), Admission (School), Codes of Ethics, College Admission, Course Content, Ethics, Guides, Higher Education, *Law Schools, *Legal Education, Minority Groups, *Professional Education, Testing, Womens Education, Writing Skills

In this guide for planning general law education and selecting an area of specialization, noted law professors offer advice on these aspects of legal training and practice: gaining admission to law school; strengths and weaknesses of traditional legal writing; law examinations; special problems facing women and minority group students; questions of legal ethical standards; addresses and accreditation of all the law schools in the United States. (Author/MSE)

WE 004 050

Tenopyr, Mary L.

Attrition of Women in Graduate School–Myths Versus Reality.

Pub Date—77
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 152 190
Descriptors—*Doctoral Degrees, *Employment Patterns, *Females, Graduate Students, Persistence, *Womens Education

It appears that although women are not achieving the numbers in the doctoral fields that many think appropriate, their attrition rate in the educational system is generally going down, whereas that for men is generally going up. However, the employment picture for doctoral women does not appear to be generally improving. (Author)

WE 004 051

Images of Women: Curriculum Resources for Teachers and Students.

Pub Date—78
Journal Cit—Media Monitor: The Timely Guide to Learning Resources; v1 n2-3 Win 1978
Note—22p.
Available from—INFORMEDIA, Box 1020, Pearl River, New York 10965 ($10.00 prepaid for one year subscription, 4 issues)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAUG78; ED 152 325
Descriptors—*Bibliographies, *Catalogs, Curriculum Guides, Elementary Secondary Education, *Feminism, Instructional Media, *Womens Studies

This is a catalogue of recent media, both print and non-print, designed to highlight the role of women outside the home. It describes current filmstrips, slides, records, cassettes, simulation games, study prints, and other software for use with all grade levels. Private and government sources for free and inexpensive pamphlets are also listed with names, dates, prices, and order numbers. Of the total of 228 entries, 147 are for secondary and 28 for elementary use. The 53 professional readings refer to curriculum guides, bibliographies, and other aids for making teaching "non-sexist." Addresses of 136 vendors are separately listed at the end. (Author)

WE 004 052

Diepenbrock, Elaine C. And Others

Montgomery County Community College Professional Employment Survey.

Montgomery County Commission for Women, Rockville, Md.
Pub Date—Apr 76
Note—19p..
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 152 342
Descriptors—*College Faculty, Community Colleges, *Equal Opportunities (Jobs), Faculty Promotion, Faculty Recruitment, Females, Fringe Benefits, Junior Colleges, Males, Part Time Teachers, Statistical Surveys, Teacher Salaries, Teaching Load, *Tenure, *Women Professors, Working Women

Data on full-time tenured, full-time nontenured and part-time faculty at Montgomery College were gathered to determine the ratio of males to females by status and by department and to relate this information to hiring practices, fringe benefits, and teaching loads. Total figures for part- and full-time faculty and credit hours taught were compiled by the college's Department of Institutional Analysis and Research. In addition, the Montgomery County Commission on Women sent survey forms to 37 department chairmen [sic] to obtain information on hiring practices, salary levels, upward mobility programs, standard recruitment practices, fringe benefits, and position status changes; 20 departments responded. Survey results were compared to those from a study of Illinois community colleges. At Montgomery College, 34% of full-time tenured, 42% of full-time nontenured, and 37% of part-time faculty were women as compared with 34.5%, 0%, and 35.3% respectively at Illinois colleges. Data from department chairmen indicated that they were not well informed about hiring practices, pay levels, recruitment, fringe benefits, or upward mobility programs. Male/female teaching loads were comparable. Faculty change figures showed that male full-time faculty had a 7% greater chance of being hired for consecutive semesters than did females. A copy of the survey instrument and a comparison between Montgomery College and U.S. Labor Department statistics for faculty women are appended. (TR)

WE 004 053

Student Characteristics Report, Fall 1976.

Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.
Pub Date—76
Note—56p.; For related documents, see ED 152 352-353. Best copy available
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAUG78; ED 152 351
Descriptors—Age, Aspiration, *College Choice, Community Colleges, Enrollment Influences, Ethnic Groups, Females, Junior Colleges, Junior College Students, Males, Marital Status, Parental Background, Part Time Students, *Socioeconomic Status, *Student Characteristics, Student Employment, Transfer Students, Transportation, Veterans
Identifiers—Missouri (Kansas City)

As part of a continuing survey of student population characteristics at the Metropolitan Community Colleges, this report presents questionnaire responses of 14,630 regular credit enrollment students for fall 1976. Twenty-eight tables organize information by campus in terms of: male and female students by part- or full-time status; enrollment distribution; class level status; ethnic origin; student ages; marital status; father's occupation; parental education; student financial status; student employment status; annual family income; commuting distance from college and mode of transportation; type of residence maintained by students; high school grade point average and class rank; reasons for pursuing a college education and for selecting a community college; student career and degree objectives; future enrollment plans; reasons for not returning to district community colleges; student transfer objectives; how students found out about the community colleges; and persons influential in decisions to enroll. A copy of the student information questionnaire is appended. (TR)

WE 004 054

Student Characteristics Report, Fall, 1975.

Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.
Pub Date—75
Note—43p.; For related documents, see ED 152 351-353
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAUG78; ED 152 352
Descriptors—Age, Aspiration, *College Choice, Community Colleges, Enrollment Influences, Ethnic Groups, Females, Junior Colleges, Junior College Students, Males, Marital Status, Parental Background, Part Time Students, School Holding Power, Socioeconomic Status, *Student Characteristics, Transfer Students, Transportation, Veterans
Identifiers—Missouri (Kansas City)

This report provides basic characteristics data for 15,329 students enrolled in the Metropolitan Community Colleges during the fall 1975 semester. Twenty-nine tables organize information by campus in terms of: males/females by part-and full-time status; enrollment by college and day/other; freshmen/sophomores; race and ethnic origin; student age by year; age summary; veterans receiving benefits; marital status; father's occupation; parental education; student financial status and employment status; annual family income; commuting distance and means of transportation; type of student residence; high school grade point average and class rank; reason for attending college; reason for selecting a community college; student career and degree objectives; plans for returning to community college or reasons for not returning; transfer plans and transfer institutions; how students found out about their particular community college; and persons influential in decision to enroll. Statistics are reported by number of students and as percentages based on total of valid responses. Non-responses or invalid responses are included as absolute numbers but are excluded from percentage data. (TR)

WE 004 055

Student Characteristics Report, Fall 1977.
Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.
Pub Date—77
Note—60p.; For related documents, see ED 152 351-352
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEAUG78; ED 152 353
Descriptors—Age, Aspiration, *College Choice, Community Colleges, Enrollment Influences, *Enrollment Trends, Ethnic Groups, Females, Junior Colleges, Junior College Students, Males, Marital Status, Parental Background, Part Time Students, Socioeconomic Status, *Student Characteristics, Student Employment, Transfer Students, Transportation, Veterans
Identifiers—Missouri (Kansas City)

As part of a continuing survey of student characteristics at the Metropolitan Community Colleges, this report presents data from 14,918 regular credit enrollment students for fall 1977 and compares them to data from 1972. For the first time in the district's history, the majority of students (54%) were female, a shift that has only occurred in the past two years and one reflecting a five-year trend toward greater part-time enrollment. In 1972, 52% were part-time students as compared to 70% in 1977; there has been an accompanying gradual decline (9.7%) in day enrollment over the past six years and a corresponding increase (5.5%) in evening and weekend enrollment. The ratio of freshmen to sophomores (68.3% to 31.7%) has remained relatively constant. Figures for 1977 showed a higher percentage of minority students, from 17% in 1972 to 27% in 1977. Veteran enrollment reflected one of the most drastic student body changes, declining from better than one out of four in spring 1975 to 13% in fall 1977. Means of transportation to college represented a steady change over five years, while commuting distance, parental occupation and education, student financial and employment status, high school grade point averages and class ranks, and reasons for pursuing a college education and choosing a community college were constant. Twenty-nine data tables and a copy of the survey questionnaire are included. (TR)

WE 004 056

Affirmative Action Plan.
Triton Coll., River Grove, Ill.
Pub Date—16 Feb 78
Note—143p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Data Base ID—RIEAUG78; ED 152 388
Descriptors—*Affirmative Action, *College Faculty, Community Colleges, *Employment Practices, Equal Opportunities (Jobs), *Junior Colleges, Minority Groups, *Personnel Policy, Physically Handicapped, Racial Discrimination, Racial Distribution, *School Surveys, Sex Discrimination, Statistical Data, Women Professors
Identifiers—Triton College IL

In order to develop an affirmative action plan at Triton College, the college President appointed a committee made up of nine representatives from the various college constituencies, the majority of which were women and minorities, to determine the objectives to be achieved and how to implement them, and to establish appropriate review procedures. The committee's principal task was to examine steps currently underway and those to be initiated to guarantee equal employment opportunities (EEO) for minorities, women, and handicapped persons. To that end, a review of Personnel Department policies, practices, and procedures and a work force analysis were undertaken. The first activity involved investigating the employee selection process, the upward mobility system, and the employee evaluation system. Key areas needing improvement were identified. The work force analysis determined the number and percentage of personnel employed in 1976-77 in each department by race, EEO category, sex, and job title; employees were placed in appropriate groupings for comparison of internal utilization with external availability to establish goals towards which the affirmative action plan should direct itself. Suggestions for improving the areas where progress was limited are made. The work force analysis is presented in a series of charts. (TR)

WE 004 057

Reardon, Beverly, Comp.
Child Development, Early Childhood Education and Family Life: A Bibliography.
Pub Date—77
Note—117p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEAUG78; ED 152 395
Descriptors—Adolescence, Art Education, *Bibliographies, *Child Development, *Child Rearing, Creativity, Cultural Pluralism, Death, Delinquency, *Early Childhood Education, Emotional Development, Exceptional Persons, *Family Life, Feminism, Intelligence, Language Development, Open Education, Self Concept, Sex Education, Sex Role

This bibliographical listing of approximately 2500 books on child development, early childhood education and family life was compiled as a resource for parents and students. Books are listed alphabetically by author and are grouped according to the following categories: child development; observation of children; adolescence; language (communication and cognition); intelligence; self-concept and self-esteem (including sex role); administration; early childhood education; education (general); English infant schools (open education); creativity; curriculum; art education; movement and dance; multicultural and multi-ethnic themes (including disadvantaged groups and desegregation); women; the family (marriage and divorce); child rearing; special problems (including exceptional children); delinquency; death; emotions and self-exploration; and human sexuality and sex education (including an annotated list of 50 titles for specific age groups). (BF)

WE 004 058

Peck, Johanne Goldman, Richard
The Behaviors of Kindergarten Children Under Selected Conditions in the Social and Physical Environment.
Pub Date—Mar 78
Note—18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 152 436
Descriptors—*Behavior, *Classroom Environment, Complexity Level, *Environmental Influences, *Interaction Process Analysis, *Kindergarten Children, Observation, Physical Environment, *Play, Sex Differences, Social Environment, Social Factors

This paper reports a pilot study of ecological variables in a kindergarten play area. Behaviors in ten complex categories were recorded for all children present in the area. The level of experimental control was similar to the level of control that the teacher would have in the manipulation of the normal classroom environment. Subjects were 20 kindergarten children attending a university laboratory school. Eight 20-minute segments of "worktime" were videotaped on eight consecutive school days. For the first four days a large multi-level box-like structure was placed in the area. For the final four days poles and panels of fabric which could be fit onto the structure in a variety of ways were added to the area. Children could choose this or other activity areas. Ten categories of behavior were defined. Tapes of children were viewed and behaviors in the ten categories were recorded for each 5-second interval for each child. Results indicated that the complexity of the play structure alone did not account for variations in behaviors during the period. The social density of the area was related to increases in imaginative play and to a higher level of noninteraction, but not to an increase in aggression. Girls showed the same behavior patterns as boys during their time on the play structure but showed different usage levels. (SB)

WE 004 059

Chapa, Evey, Ed. And Others
La Mujer Chicana: An Annotated Bibliography, 1976.
Chicana Research and Learning Center, Austin, Tex.
Spons Agency—United Methodist Church, New York, N.Y.
Pub Date—76
Note—94p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Data Base ID—RIEAUG78; ED 152 439
Descriptors—*Annotated Bibliographies, Child Care, Cultural Factors, Education, Employment, Equal Opportunities (Jobs), Family (Sociological Unit), *Females, *Feminism, Folk Culture, Health, Mental Health, Mexican American History, *Mexican Americans, Politics, Publications, Rape, Reference Materials, Religion, Sex Role, Sex Stereotypes, Social Problems, Womens Studies
Identifiers—*Chicanas, Machismo

Intended to provide interested persons, researchers, and educators with information about "la mujer Chicana", this annotated bibliography cites 320 materials published between 1916 and 1975, with the majority being between 1960 and 1975. The 12 sections cover the following subject areas: Chicana publications; Chicana feminism and "el movimiento"; education; health-birth control, folk medicine, mental health, and health in general; history; labor/employment; culture; the family; machismo; politics; social issues-child care, prison, rape, religion, sex-role stereotyping, welfare, and youth related; and "Third World Women". Entries in the section on Chicana publications fall under two categories: publications initiated and produced by mujeres, and special editions of existing Chicano periodicals or journals. Among the topics covered are the problems Chicanas face in education; historical events which occurred before 1960, primarily concerning Mexicanas and Latinas; Chicana involvement in literature and the arts; political activities of Chicanas; problems in attaining equality in employment; and Chicana involvement in boycotts and strikes. Many of the sources are cross-referenced under a second subject area. Entries are consecutively numbered and the cross-referenced annotation refers the reader to another number in the bibliography. In order to facilitate the acquisition of the materials not easily located in most libraries, a list of addresses for their source is appended. (NQ)

WE 004 060

Finley, Cathaleen
Choices & Careers; Free to Choose: [A Summary Report]. A Career Development Project for Tribal Girls.
Wisconsin Univ., Madison. Univ. Extension.
Spons Agency—Extension Service (DOA), Washington, D.C.
Pub Date—Dec 77
Note—10p.; For related documents, see ED 152 447-449
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 152 446
Descriptors—*American Indians, *Career Awareness, Career Education, Career Exploration, *Curriculum Development, Demonstration Programs, *Females, Group Instruction, *Program Development, Tribes

Identifiers—*Career Development Project for Tribal Girls, Wisconsin

A curriculum was developed to help young tribal women develop their potential and abilities, and plan realistically for their years as members of the world of work. A model was developed which demonstrated that the curriculum can be used in tribal communities. An advisory committee of tribal women planned the program and reviewed the curriculum. Sixteen curriculum units were developed for girls and six for adults. The units focused on "Being an Indian Woman", "Being a Special Person", and "About Careers". An emphasis on tribal cultures was featured throughout the units. Members of local communities were hired as group leaders to work with 473 girls ranging from 9 to 18 years of age. Funded by special project funding by Extension Service-USDA, the program was conducted in 17 communities in Wisconsin by 27 group leaders who worked with each girl for 3 to 5 months. At the end of the program, it was found that the girls liked the learning experiences provided in the curriculum; the girls changed attitudes, gained knowledge, and made plans for the future as a result of the program; and 85% of the girls 15 to 18 years old who participated in the program from 1975 to 1977 were still enrolled in school. It was also found that the program was well received by tribal communities. (NQ)

WE 004 061

Finley, Cathaleen

Choices & Careers; Free to Choose: A Report. A Career Development Project for Tribal Girls.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—Dec 77

Note—163p.; For related documents, see ED 152 446-449. Illustrated by Vickie Wayman

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Data Base ID—RIEAUG78; ED 152 447

Descriptors—*American Indians, *Career Awareness, Career Education, Career Exploration, Community Involvement, *Curriculum Development, Demonstration Programs, *Females, Group Instruction, Parent Participation, Participant Satisfaction, Program Attitudes, *Program Development, Secondary Education, Tribes, Units of Study

Identifiers—*Career Development Project for Tribal Girls, Wisconsin

A curriculum was developed and a model was tested to help tribal girls realize that they will be workers; plan realistically for their years as members of the labor force; make decisions in their teens that will help them prepare adequately for the world of work; and believe that they have special talents and abilities that are unique to them. Components of the program were curriculum development; employment and training of group leaders; group sessions with girls in local communities; career conferences and field trips for the girls; involvement of parents and other adults working with youth; and sharing of project results. An advisory committee assisted with each component. Curriculum units focused on "being an Indian woman", "being a special person", and "about careers". Members of local communities were hired as group leaders to work with 473 girls ranging from 9 to 18 years of age. The program was conducted in 17 communities in Wisconsin by 27 group leaders. Program effectiveness was evaluated using pre- and posttests; a checklist to evaluate learning experiences; an open-ended questionnaire for girls; a questionnaire for group leaders; and interviews with advisory committee members, parents, and tribal council members. It was found that the program was well received by tribal communities; the girls changed attitudes, gained knowledge, and made plans for the future as a result of the program; and the girls liked the learning experiences provided in the curriculum. (NQ)

WE 004 062

Choices & Careers; Free to Choose: Ideas for Using. A Career Development Project for Tribal Girls.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—77

Note—18p.; For related documents, see ED 152 446-449

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 152 448

Descriptors—*American Indians, *Career Awareness, Career Education, Demonstration Programs, *Females, Needs, Program Development, *Program Planning, Tribes, Youth Programs

Identifiers—*Career Development Project for Tribal Girls, Wisconsin

Through a special project funded by Extension Service-USDA, University of Wisconsin-Extension, tribal women developed curriculum and tested a model for programming with the purpose of enhancing the status of young tribal women. The curriculum was designed so that tribal girls could see the many career options they have, that they realize that preparation for many careers starts in high school, that each girl has special talents and characteristics, that there are disadvantages in being a teenage mother, and that there are some skills which enhance one's choices and some barriers which reduce one's choices. The project design and curriculum could be used by tribal groups in an effort to assist young tribal women to develop their potential and abilities. However, there are some general factors to consider when planning and implementing the program. This paper gives various ideas for implementing the program in other tribal communities. Topics covered are planning and implementing the program; needs for the program (i.e., space, program length and timing, resource people); staffing (i.e., part-time, full-time, selection of staff, training); programming with girls and adults; curriculum for girls; and career conferences. (NQ)

WE 004 063

Finley, Cathaleen

Choices & Careers; Free to Choose: A Slide–Tape Presentation. A Career Development Project for Tribal Girls.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date—21 Oct 77

Note—10p.; For related documents, see ED 152 446-448. Narrated by Leslie Teller. Slide-tape presentation is available on loan from the director of the Career Development Project for Tribal Girls, Division of Community Programs, Cooperative Extension Programs, University of Wisconsin-Extension, 432 North Lake Street, Madison, Wisconsin 53706

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 152 449

Descriptors—*American Indians, *Career Awareness, Career Education, *Females, Program Descriptions, Slides, *Video Tape Recordings

Identifiers—*Career Development Project for Tribal Girls, Wisconsin

In an effort to share some of the visual aspects of the Career Development Project for Tribal Girls as it was done in Wisconsin, a slide-tape presentation was produced. This paper presents a brief description of the 75 slides and the narration for each slide. (NQ)

WE 004 064

Dunne, Faith And Others

Aspirations and Attitudes Among Rural High School Students: A Report from the Options Project.

Dartmouth Coll., Hanover, N.H. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—DHEW-OE-G00760492

Pub Date—77

Note—88p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Data Base ID—RIEAUG78; ED 152 454

Descriptors—*Career Awareness, College Bound Students, Comparative Analysis, Expectation, *Females, Marriage, Noncollege Preparatory Students, *Occupational Aspiration, *Rural Population, Secondary School Students, Sex Differences, Sex Stereotypes, Vocational Education, *Work Attitudes

Identifiers—New Hampshire, Vermont

In order to collect data concerning career perceptions, attitudes, and aspirations among non-college bound rural young women, a 65-item questionnaire was administered to a sample of 439 students (248 females and 191 males) derived from 9 secondary schools in New Hampshire and Vermont. Responses were categorized by sex and level of aspiration (non-college bound, junior college or vocational training aspirants, and college bound students). Major areas of assessment were: work plans and attitudes (parental influence and current everyday behavior; post high school plans and attitudes toward work; and vocational interests and expectations); formal aspects of high school in career training (perceived role and function of the guidance counselor; courses/programs which help students prepare for their futures; and actual experience with guidance counselor); general job information (perceived helpfulness from courses in high school in preparing students for jobs; and informal sources of job information); work, marriage, and the family (plans for marriage and children; plans for working before having children; attitude toward working when children are of school age; and stereotyping); and perceived suitability of various jobs (a 56-item list). Representative results indicated: NC females were chiefly domestic and minimally involved in school, while C students were more interested in getting to know themselves and in availing themselves of opportunities to do so; in general, the sample did not plan on early marriage or having children soon (NC women did plan earlier marriage but were the least knowledgable about family planning). (JC)

WE 004 065

Native American Women: A Selected Topics Bibliography of ERIC Documents.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Contract—400-78-0023

Pub Date—Apr 77

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEAUG78; ED 152 472

Descriptors—American History, *American Indians, *Annotated Bibliographies, Comparative Analysis, Counseling Programs, Cultural Education, Economic Status, *Employment Patterns, Ethnic Studies, Family Structure, *Females, Minority Groups, Post Secondary Education, *Role Models, Sex Role

Identifiers—*Native Americans

The 50-item annotated bibliography provides a comprehensive guide to resource materials, research findings, and developments related to Native American Women. The materials, published between 1968 and 1976, are drawn from issues of "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Each citation is headed by an ERIC accession number. Both RIE and CIJE citations appear in numerical order according to the accession number. RIE citations contain an abstract, author(s), title, source(s), publication date, ERIC Document Reproduction Service prices or an alternate availability. CIJE citations have brief annotations rather than the lengthier RIE abstracts. These annotations are only provided when it is thought the article cannot be adequately described by a combination of major and minor descriptors, identifiers, and by information in the title. CIJE citations include the article title, author(s), publication date, journal title, and information on the volume, number, and pages. Topics covered include role models, post secondary education, employment, counseling programs, and cultural education. A list of the 16 ERIC Clearinghouses and their respective scopes is appended. (NLY)

WE 004 066

Mexican American Woman Curriculum Material: A Selected Topics Bibliography of ERIC Documents.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Contract—400-78-0023

Pub Date—Apr 77

Note—80p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEAUG78; ED 152 474

Descriptors—Achievement Tests, American History, *Annotated Bibliographies, Biculturalism, Bilingual Education, Community Education, Cultural Awareness, Cultural Differences, *Curriculum Development, Educational Policy, Educational Specifications, Guidance Programs, *Instructional Materials, Language Programs, *Mexican Americans, Periodicals, Program Evaluation, Spanish Speaking, Teacher Education, Vocational Education, *Womens Education

The 106-item annotated bibliography provides a comprehensive guide to resource material, research findings, and developments related to Mexican American Women. The materials, published between 1960 and 1976, are drawn from the June 1967 through March 1977 issues of "Resources in Education" (RIE) and from the January 1970 through March 1977 issues of "Current Index to Journals in Education" (CIJE). Each citation is headed by an ERIC accession number. Both RIE and CIJE citations appear in numerical order according to the accession number. RIE citations contain an abstract, author(s), title, source(s), publication date, and ERIC Document Reproduction Service prices or an alternate availability. CIJE citations have brief annotations rather than the lengthier RIE abstracts. These annotations are only provided when it is thought the article cannot be adequately described by a combination of major and minor descriptors, identifiers, and by information in the title. CIJE citations include the article title, author(s), publication date, journal title, and information on the volume, number, and pages. Topics covered include learning motivation, integrated curriculum, Pre-Columbian Culture, bilingual education, cognitive development, educational needs, career education, curriculum development, English as a Second Language, job training, and cultural education. A list of the 16 ERIC clearinghouses and their respective scopes is appended. (NQ)

WE 004 067

Mezey, Susan Gluck

Local Representatives in Connecticut: Sex Differences in Attitudes towards Women's Rights Policy.

Spons Agency—Rutgers, The State Univ., New Brunswick, N.J. Center for the American Woman and Politics.

Pub Date—Sep 77

Note—53p.

Available from—Susan Mezey, Department of Political Science, University of Wisconsin, Milwaukee, Wisconsin 53201 (free)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEAUG78; ED 152 607

Descriptors—Changing Attitudes, Civil Rights, Civil Rights Legislation, Comparative Analysis, Decision Making, *Females, *Feminism, *Legislators, Local Government, Local Issues, Minority Groups, *Political Attitudes, Power Structure, Sex Differences, Sex Role, Sex Stereotypes, Social Problems, Social Science Research, State Officials, Values, Working Women

Identifiers—*Connecticut

The research investigated the relationship of a person's sex to his or her public policy preferences, with particular regard to women's issues. Women's issues are reflected in public policy which directly affects women's lives. Examples are day care facilities, sex bias of educational materials, and abortion facilities. The study was conducted to ascertain whether women's interests are concentrated in certain areas and whether female politicians place women's policy issues on a higher level of importance than male politicians do. The hypothesis was that female politicians would not indicate more concern or more expertise in women's public policy areas than would men. One hundred Connecticut municipal council-members (50 female and 50 male) were questioned about policy preferences, interests, and areas of expertise. Findings indicated that although women were more concerned about social problems than men, their interests were not limited to this area. Also, women expressed more support for feminist issues than did men; however, they did not maintain a higher level of support of these issues over other issues. In summary, women were more influenced by their role as politicians than by their role as women or supporters of women's policy. There was insufficient evidence to confirm or deny the original hypothesis. The recommendation is for additional research on other manifestations of policy preferences such as introduction of legislation or votes in the council chamber. (Author/DB)

WE 004 068

[Utah] Governor's Commission on the Status of Women: Five Year Report.

Governor's Committee on the Status of Women, Salt Lake City, Utah.

Pub Date—Jun 73

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEAUG78; ED 152 633

Descriptors—Child Care, Day Care Services, Elementary Secondary Education, Employment Opportunities, *Equal Education, *Equal Opportunities (Jobs), Family Counseling, Family Life Education, *Females, Higher Education, Housing, Mothers, Motivation, Salaries, *Sex Discrimination, Sex Education, Social Problems, Socioeconomic Status, Unemployment, Working Women

Identifiers—*Status of Women, *Utah

A five-year study on the status of women in Utah is described. Appointed by the Governor, the committee was active during 1968-73 in exploring problems and promoting change in areas of education, employment, day care facilities, and equal rights. Statistics show that one out of three women 15 years and older is in the labor force; women are clustered in occupational groups including clerical, service, and sales; average median income of women is 55% of the median income for men in similar occupations; and the unemployment rate for female high-school dropouts is high. During the five years of the committee's activity, it sponsored conferences; addressed college, business, church, and community meetings; took surveys; published awareness materials; and advocated passage of the Equal Rights Amendment. Among its recommendations are support of qualified women on government policy-making boards; strengthening of the anti-discrimination division in employment; institution of a state minimum wage law comparable to the Federal Fair Labor Standards Act covering all employees; paid maternity leave for pregnant working women; increased sex and family life education in public schools; encouragement of higher achievement motivation in girls in academic and career pursuits; quality day care; study of family court counseling services; and availability of low-cost and fair housing for women who are heads of households. ([illegible])

WE 004 069

Montgomery County Commission for Women, 1976 Annual Report.

Montgomery County Commission for Women, Rockville, Md.

Pub Date—Jan 77

Note—95p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Data Base ID—RIEAUG78; ED 152 634

Descriptors—Alcoholism, Annual Reports, *Civil Liberties, Community Support, *Counseling Programs, County Programs, Divorce, Drug Addiction, Equal Facilities, *Equal Opportunities (Jobs), *Females, Financial Support, Guidance Centers, Laws, Program Descriptions, Public Policy, *Sex Discrimination, Skill Development, Social Change, Social Influences, *Social Problems

Identifiers—Maryland (Montgomery County)

This annual report cites activities of the Montgomery County Commission for Women during 1976 which aimed at decreasing sex discrimination practices and serving women's social needs. The document is presented in six sections. Section I presents an overview of the counseling and information services provided by the Commission in areas such as credit, housing, health care, drug and alcohol abuse, legal services, employment, child care, child custody, and domestic law. Section II presents a directory of commission and staff members. Section III summarizes reports of the Commission's committees on economics, education, and law and legislative action. The committees' objectives were to improve the economic environment for women in Montgomery County, assist school systems in assuring non-discriminatory hiring practices, and support nondiscriminatory legislation. Section IV describes activities of the Commission staff in areas of community interaction, research, reporting, and public relations. Section V lists 1977 commission publications. Section VI, the bulk of the report, describes the background, objectives, organization, and programs of A Woman's Place (AWP), the Commission's resource and activity center. Since its creation in 1976, the AWP has handled requests for employment and career counseling for over 6,000 clients, and offered support groups and courses to 1,000 persons. In addition, commissioners and staff have given speeches and conducted workshops for over 2,000 Montgomery County residents. An appendix concludes the document. (Author/DB)

WE 004 070

Oglesby, Carole A. And Others

Women and Sport: From Myth to Reality.

Pub Date—78

Note—256p.

Available from—Lea & Febiger, 600 Washington Square, Philadelphia, Pennsylvania 19106 ($11.00)

Data Base ID—RIEAUG78; ED 152 767

Descriptors—Changing Attitudes, *Civil Rights, Federal Legislation, *Feminism, Physiology, Role Perception, *Sex Discrimination, Sex Role, Sex Stereotypes, Social History, Social Values, *Womens Athletics

Identifiers—Equal Rights Amendment

This book contains a collection of essays on the subject of women, sport, and society. Literature on this topic is reviewed from the feminist viewpoint. The prologue offers a history of women's participation in sports from ancient Greece to the present. The essential thesis is advanced that, over the centuries, social norms have permitted sport for a few women but discouraged or denied the experience for most. The book is divided into two parts. In part one, women's sport is examined within a sociological framework, with articles on misconceptions about the female body, sex stereotyping, and attitudes toward achievement in sport on the part of women. The future of women in sports is the subject of the second part. Federal civil rights legislation and the ramifications of the Equal Rights Amendment are discussed within the context of today's changing social attitudes. (JD)

WE 004 071

Lockheed, Marlaine E.
Legislation Against Sex Discrimination: Implications for Research.
Pub Date—[Apr 76]
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 152 782
Descriptors—Academic Achievement, *Coeducation, Cognitive Objectives, Competition, Computer Assisted Instruction, Educational Benefits, Educational Legislation, Elementary Secondary Education, *Equal Education, Expectation, Federal Legislation, Humanistic Education, Literature Reviews, Mathematics, Nondiscriminatory Education, Reading Achievement, *Research Needs, Sex Differences
Identifiers—Education Amendments 1972 Title IX, Single Sex Schools, *Title IX Education Amendments 1972

Title IX of the Education Amendments of 1972 prescribes educational equity under coeducation (or sex desegregation). Equity of educational benefits is to include the entire range of educational outcomes: cognitive, affective, and behavioral. However, coeducational classrooms may not provide this equity. Research pertaining to the relative merits of single-sex education versus coeducation is reviewed. Evidence from the International Evaluation of Educational Achievement and several smaller studies indicates that coeducation negatively affects boys in the early grades and negatively affects girls in the intermediate and secondary grades. The demand characteristics of a task, its reward contingencies or motivational context, and its stereotyped nature all impact upon the equality of treatment of students. Computer assisted instruction is presented as an example of a task which has specific demand characteristics, and tends to impact more favorably on males. Both males and females tend to adjust their performance to match specified reward contingencies; and sex stereotyping of certain educational disciplines has negative effects on the achievement of both sexes. Since Title IX specifies coeducation, educators must seek methods within this framework to achieve equity of educational benefits for both sexes. (BW)

WE 004 072

Williams, Kathleen L. And Others
Measures of Educational Equity for Women: A Research Monograph.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Contract—300-76-0413
Pub Date—Sep 77
Note—200p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Data Base ID—RIEAUG78; ED 152 810
Descriptors—*Annotated Bibliographies, *Attitude Tests, Career Planning, Educational Legislation, Elementary Secondary Education, *Equal Education, Evaluation Criteria, Evaluation Methods, Females, Instructional Materials, Males, Post Secondary Education, Questionnaires, Rating Scales, Self Concept Tests, Sex Discrimination, Sex Role, *Sex Stereotypes, Student Attitudes, Teacher Attitudes, Test Reliability, *Test Reviews, Test Selection, Test Validity, Vocational Interests, *Womens Education
Identifiers—Womens Educational Equity Act

Sixty-one measurement instruments, all of which have at least minimal reliability and validity are described. They were carefully selected and cross-referenced according to their correlation with the most common needs, goals, and content areas of multi-year projects funded in 1976 by the Women's Educational Equity Act Program (WEEAP). These tests include: (1) instruments appropriate for evaluating results of the three major types of projects funded under WEEAP–projects to develop and validate programs, curricula, and materials, to effect institutional change and reform, and to conduct staff development; (2) instruments appropriate for evaluating results in content areas common to projects funded by WEEAP, including career development, occupational/leadership/training, self concept, sex stereotyping behaviors, sex stereotyping awareness, sex stereotyping attitudes, and techniques for coping and combatting sex stereotyping; (3) instruments representative of the following types of measurement: questionnaires and interviews, rating scales, observation, unobstrusive measures, attitude scales, social indicators, and content analysis; and (4) instruments containing appropriate development and/or background information. Guidelines for selecting and using the tests are included. (Author/MV)

WE 004 073

Enberg, Mary Lou
Tracking Equal Opportunity in Physical Education, Recreation, Athletics.
Olympia School District, Wash.
Pub Date—Jan 77
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEAUG78; ED 152 865
Descriptors—*Athletics, Change Agents, Change Strategies, *Equal Education, Financial Problems, *Physical Education, Policy Formation, *Recreation
Identifiers—*Washington

The purpose of this handbook is to assist school districts in their formulation of policies and strategies related to equal opportunity in physical education, recreation and athletics. Five aspects of policy implementation: (1) all involved, particularly personnel in the public education system, must accept both the advantages and disadvantages of making a system work for the benefit of all (ownership); (2) effective changes are evoked by a feeling of wanting to make these changes (voluntarism); (3) efforts are needed to make available to girls the same opportunities available to boys in physical education (opportunity); (4) ways of funding programs must increase opportunity for girls without reducing opportunity for boys (equity); and (5) decisions must be made which allow a transition to fulfillment of the law (action). To assist in the decision making process, the series of laws and regulations related to sex discrimination in physical education, from 1972 through 1978, are summarized. A comparison is then made between what strategies fulfill the spirit of the law and which would merely fulfill the letter of the law. Finally, guidelines are given for constructing a student interest survey on athletics and intramural activities. (Author/MC)

WE 004 074

What Are Your Rights?
Olympia School District, Wash.
Pub Date—Apr 76
Note—7p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEAUG78; ED 152 866
Descriptors—*Affirmative Action, *Civil Rights Legislation, Equal Education, Equal Opportunities (Jobs), Federal Legislation, *Females, *Laws, *Sex Discrimination, State Agencies
Identifiers—Civil Rights Act 1964 Title VII, Education Amendments 1972 Title IX, Equal Employment Opportunity Act 1972, Title IX Education Amendments 1972, Title VII Civil Rights Act 1964, *Washington, *Womens Rights

This pamphlet explains the legal rights of women in the state of Washington. Women's rights are included under Title IX of the Education Amendments of 1972. Title IX prohibits federal financial assistance to any educational institution which practices sex discrimination. Title VII of the 1964 Civil Rights Act as amended by the Equal Employment Opportunity Act of 1972 prohibits discrimination in employment because of sex, race, color, national origin or religion. The state Equal Rights Amendment in Washington prohibits the denial of rights because of sex. Affirmative action rulings and other rulings deal with issues which affect women such as maternity leave, and the Washington State Law against discrimination. Agencies which assist women when they are denied their rights are: The Equal Employment Opportunity Commission, the Washington State Human Rights Commission, the Education Branch of the Office of Civil Rights, the Washington State Women's Council, the Washington Education Association and the Washington Federation of Teachers, The National Organization of Women, and the Washington State Human Rights Commission. Private attorneys also provide assistance. (Author/AM)

WE 004 075

How to Get a Job. It's Your Move.
Ohio State Bureau of Employment Services, Columbus.
Pub Date—[76]
Note—26p.
Available from—Ohio Bureau of Employment Services, 145 South Front Street, Columbus, Ohio 43216
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIESEP78; ED 152 976
Descriptors—*Employment Interviews, Employment Opportunities, Employment Qualifications, *Guidelines, Job Applicants, *Job Search Methods, Self Evaluation

Providing helpful hints for the job seeker, this booklet is designed to increase the reader's chances for getting a good job. The contents are divided into four sections. Section one presents the following forms to help the job seeker identify possible choices: personal checklist, skills learned in everyday life, and list of possible jobs. The second section provides instructions on how and where to look for a job. The third section discusses how to apply for the job, including the job application and interview. The final section presents tips for evaluating a job-search plan. The following materials are attached: instructions for writing a resume, a sample resume, a sample covering letter, and a sample job application form. (BM)

WE 004 076

Guidelines for Sex-Fair Vocational Education Materials.
Women on Words and Images, Princeton, N. J.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Contract—300-76-0460
Note—57p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIESEP78; ED 153 015
Descriptors—Audiovisual Aids, Educational Opportunities, Females, *Guidelines, *Instructional Materials, Language, Males, Occupational Choice, Occupational Clusters, Sex Discrimination, *Sex Fairness, *Vocational Education, Work Attitudes, Work Environment

Guidelines for sex-fair vocational education materials are presented based on the following criteria: a fifty-fifty balance of males and females in any material, sex neutral or sex-fair language, specific mention of issues involved in nontraditional career choices for males and females, and sex-fair occupational descriptions that accurately reflect performance requirements. The main body of the booklet is divided into six parts dealing with language, occupational and social roles, omissions, physical appearance, audio materials, and visual materials. Each part identifies issues, gives examples of sex-biased and sex-fair usage, and gives guidelines for sex-fair usage. Appended are (1) a checklist for evaluating the sex bias of vocational education material (containing questions that relate to the six parts of the main body of the booklet) and (2) guidelines for the creative use of biased materials in a non-biased way. These guidelines present ways of calling attention to such problems as sex-biased language, stereotypic roles, or sex-biased illustrations. (BB)

WE 004 077

American Women Workers in a Full Employment Economy. A Compendium of Papers Submitted to the Subcommittee on Economic Growth and Stabilization of the Joint Economic Committee, Congress of the United States, 95th Congress, 1st Session, September 15, 1977.

Joint Economic Committee, Washington, D.C.
Pub Date—15 Sep 77
Note—304p.; Also cited in PAIS, 780167497
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIESEP78; ED 153 053
Descriptors—Career Opportunities, Economically Disadvantaged, Economic Disadvantagement, Employment Patterns, *Employment Problems, *Equal Opportunities (Jobs), Equal Protection, *Females, Job Training, *Sex Discrimination, Sex Stereotypes, Social Influences, Subemployment, Underemployed, Unemployment, Vocational Education, *Working Women

This compendium of seventeen papers discusses women's overall role in a full employment economy and their problems in fulfilling that role. It begins with a comprehensive summary of the authors' views and then presents the papers in six sections: (1) overview; (2) overcoming barriers; (3) support services and adjusted conditions; (4) education and employment; (5) key factors: tax treatment and media images; and (6) international comparisons. The titles of the papers in each of these sections respectively are (1) "Women's Stake in Full Employment: Their Disadvantaged Role in the Economy" and "On the Way to Equality"; (2) "The Legal Road to Equal Employment Opportunity: A Critical View," "Legal Remedies Beyond Title VII to Combat Sex Discrimination in Employment," "De Facto Job Segregation," "Women Workers, Nontraditional Occupations and Full Employment," "Underemployment of Women: Policy Implications for a Full Employment Economy," and "Lifetime Participation in the Labor Force and Unemployment among Mature Women"; (3) "The Homemaker, the Family, and Employment," "Economic Aspects of Child Care," and "Part-time Work"; (4) "Facilitating Full Employment of Women through Career Education," "Vocational Education," and "Apprenticeship"; (5) "Federal Income Tax and Social Security Law" and "The Impact of Mass-Media Stereotypes upon the Full Employment of Women"; and (6) "Working Women: European Experience and American Need." (EM)

WE 004 078

Epstein, Joyce L. McPartland, James M.

Sex Differences in Family and School Influence on Student Outcomes.

Johns Hopkins Univ., Baltimore, Md. Center for the Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
Contract—NE-C-00-3-0114
Grant—OCD-90-C-904
Pub Date—Sep 77
Note—59p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIESEP78; ED 153 096
Descriptors—Achievement, Adjustment (to Environment), Adolescents, *Affective Behavior, Experimental Schools, *Family Influence, Personality Development, *School Organization, Secondary Education, *Sex Differences, Traditional Schools

This paper explores three research issues on adolescent development using an elaborated effects model: (1) Are there consistent sex main effects on a variety of student outcomes? (2) What are the relative influences of family status, family processes, school processes, and individual ability on academic and nonacademic behavior of males and females? and (3) Do the same influence processes operate for males and females or are there important sex interaction effects with family or school characteristics? The study utilizes survey data from 4,079 white students in 10 middle schools and six high schools in Maryland that differ significantly in authority structure. The sample of students from grades 6, 7, 9 and 12 is diverse in social and family processes. Results show: (1) significant sex main effects of five outcomes–self esteem, college plans, academic subject preference, adjustment in school and report card grades; (2) clear differences in patterns of influence of variables–family and school processes are more important for personality and school coping skills, and family status and individual ability are more important for college plans and standardized achievement; and (3) no consistent, significant sex interactions. (Author/MFD)

WE 004 079

Women's Educational Equity Act. Second Annual Report, September 30, 1977.

Office of Education (DHEW), Washington, D.C.
Pub Date—30 Sep 77
Note—79p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Data Base ID—RIESEP78; ED 153 111
Descriptors—Annual Reports, Contracts, *Educational Legislation, *Federal Aid, Feminism, Grants, *Nondiscriminatory Education, Program Descriptions, Program Evaluation, Project Applications, *Womens Education
Identifiers—*Womens Educational Equity Act

The federally funded Women's Educational Equity Act Program (WEEAP) authorizes the support of a broad range of activities promoting educational equity for women. Some of these are materials development, inservice training, research and development, and educational programs. WEEAP also awards small grants to agencies, nonprofit organizations and individuals for innovative approaches to educational equity. This report provides information regarding characteristics of applications, funded projects, and projected programs and products developed in fiscal year 1976. Twenty-seven awards were made during that year, out of a total of 194 applications. (Author/BP)

WE 004 080

Sadker, David

Being a Man: A Unit of Instructional Activities on Male Role Stereotyping.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Contract—300-75-0256
Pub Date—[77]
Note—65p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock number 017-080-01777-6, $2.10)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIESEP78; ED 153 123
Descriptors—Classroom Materials, Curriculum Guides, Junior High Schools, Life Style, *Males, *Role Perception, Secondary Education, *Sociocultural Patterns
Identifiers—*Sex Role Stereotypes

These instructional activities are designed for teachers to use with junior high students. They serve as a brief yet practical introduction to the issue of sexism as it affects men. The first section provides background information about the issue of male sex role stereotyping. It is for the teacher's use only. It describes the techniques society employs to instill sex-typed behavior, the characteristics of the male stereotype, and the high cost of this masculine mystique. The second section contains classroom strategies and lesson plans intended to help students identify, analyze, and evaluate the male role stereotype and sex role stereotyping in general. When students become aware of how society channels them into sex role stereotypes, they will be better prepared to make independent decisions about the lifestyles and goals they wish to pursue based on their own values, interests, and abilities. It is important to note that the male stereotype discussed in these materials is characteristic of white, mainstream, United States culture. (Author)

WE 004 081

DeFronzo, James Boudreau, Frances

Androgyny: Concept, Measurement, Correlates and Antecedents.

Pub Date—Sep 77
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIESEP78; ED 153 135
Descriptors—*Androgyny, Family Life, *Identification (Psychological), Marriage, *Psychological Characteristics, Research Reviews (Publications), *Self Concept, Self Esteem, Sex Differences, *Sex Role

This paper introduces the concept of psychological androgyny to sociologists, examines the ways in which androgyny has been measured and operationally defined by psychologists, and reviews available research concerning the antecedents and correlates of androgyny. The results of original research conducted with 622 students at the University of Connecticut are reported. The findings indicate that level of identification of males with their mothers was positively related to their femininity, while for females, mothers' labor force participation had a positive effect on masculinity. Sex-role traits were significantly related to self-concept factors (self esteem, self concept, stability and personal efficacy). Significant relationship to family formation plans (ideal age for marriage and expected number of children) for both males and females and to the social and political attitudes of males were found. (Author)

WE 004 082

Kaplan, Phyllis Nickerson, Eileen

The Effects of a Course on Counseling Women Upon Attitudes Toward the Rights of Women.

Pub Date—[77]
Note—18p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIESEP78; ED 153 137
Descriptors—*Career Planning, *Changing Attitudes, Civil Liberties, Counselor Attitudes, *Counselor Training, *Females, Higher Education, Research Projects, *Role Perception, *Sex Stereotypes, Womens Studies

This study evaluates the effects of a six-week intensive course on Counseling Women upon attitudes toward the rights and roles of women. The experimental group consisted of 12 students enrolled in this course. The comparison group consisted of 12 students enrolled in a different course, Introduction to Pupil Personnel Services, within the same department. The Attitudes Toward Women Scale (Spence & Helmreich, 1972) served as the pre and posttest measure. A comparison of the pretest scores of both groups indicated that the experimental group was significantly more liberal in its attitudes toward the rights and roles of women than was the comparison group. In addition, a comparison of the pre and posttest scores of both groups indicated that the course was an effective method of significantly liberalizing attitudes toward the rights and roles of women. The control group showed no such significant change in attitudes. (Author)

WE 004 083

Hoover, Nora Lee
Stereotyping in the Learning Environment: Teachers' Perceptions and Strategies for Change.
Pub Date—May 77
Note—31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIESEP78; ED 153 175
Descriptors—*Change Strategies, *Educational Environment, Educational Resources, Elementary Secondary Education, Instructional Materials, *Reading Instruction, Reading Programs, Sex Discrimination, *Teacher Attitudes, Teacher Behavior
Identifiers—*Sex Role Stereotypes

This paper calls for the elimination of sex role stereotyping in classrooms and reading programs and suggests strategies for creating nonsexist learning environments. The first section defines sex role stereotpying, explains its detrimental effects, and points to evidence of its existence in classrooms and instructional materials. The second section reports the results of a survey of more than 1,300 teachers regarding their perceptions of sex role stereotyping in their classrooms. A comparison of the return responses (from 60% of those surveyed) with findings of previous studies of sex role stereotyping in classroom activities and instructional materials indicates that more sex role stereotyping may exist in learning environments than many teachers recognize. The third section of the paper outlines strategies that teachers can use to increase their awareness of sex stereotyping and to create nonsexist learning environments in a school system, a school building, or a single classroom. The final section lists books, booklets, pamphlets, and inservice and curricular materials of aid in eliminating sex stereotyping in education. (GW)

WE 004 084

Silver, Sheila J.
Covering Women: Women's Publications and the Mass Media.
Pub Date—Aug 77
Note—24p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIESEP78; ED 153 210
Descriptors—*Females, *Feminism, Journalism, *Mass Media, News Media, *News Reporting, News Writing, *Periodicals, *Publications, Surveys

Before reporting on a study of the relationship between the mass media and advocates of women's rights who edit periodicals for women, the first half of this paper discusses the following: the problematic area of the coverage of women in newspapers, feminist criticism of the restricted content of women's pages, the press's controversial coverage of the women's movement, journalists as advocates of feminism, and feminist periodicals. The second half of the paper reports on a questionnaire designed to find out how 210 editors of women's publications felt about communication for women. Questions asked for specific information about the publication and limited the range of responses on opinion questions. The survey results are both demographic and related to the relationship between the mass media and the respondents. The study revealed no hostility between feminist editors and the press; dissatisfaction that exists on the part of the editors surveyed lies mainly in the frustrations of reaching women when limited by unsophisticated equipment, low budgets, and small staffs, while the mass media, with wider influence and range, are uncertain and inconsistent in assigning stories about women and giving them prominent play. (CC)

WE 004 085

Miller, Casey Swift, Kate
Words and Women.
Pub Date—77
Note—178p.
Available from—Anchor Press/Doubleday Publishing Company, 245 Park Ave, New York, New York 10017 ($2.50 paper)
Data Base ID—RIESEP78; ED 153 259
Descriptors—Language Research, *Language Usage, *Semantics, Sex Differences, *Sex Fairness, *Sex Stereotypes

Using examples drawn from books, magazines, newspapers, and television programs, this book examines linguistic sexism in the hope that if people consciously discard the semantic symbols of deeply rooted cultural assumptions, in time they will be freed from their power. The nine chapters discuss the following topics: how the way the culture's practices of naming reinforce the myth that the human race is essentially male, the use of generic masculine terms when all of humankind is meant, the way sex and gender are conveyed in the English language, the part words play in molding cultural assumptions, the language of religion, the resistance of some men to making the language less oppressive to women, women's use of deferential and uncertain language, fears of a unisex language, and the connection between language and liberation. A postscript lists guidelines for nonsexist usage and additional sources of guideline materials. (CC)

WE 004 086

Eman, Virginia A. Morse, Benjamin W.
A Multivariate Analysis of the Relationship between Androgyny and Self–Esteem, Self–Acceptance and Acceptance of Others.
Pub Date—Dec 77
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIESEP78; ED 153 282
Descriptors—*Androgyny, Behavioral Science Research, College Students, *Interpersonal Competence, *Self Concept, *Self Esteem, Sex Differences, Sex Role, Sex Stereotypes

Androgynous persons accept both their masculine and feminine characteristics rather than adhere to traditional sex-role stereotypes. This study tested whether the multidimensional approach and psychological freedom of androgynous persons would give them greater self-esteem, self-acceptance, and acceptance of others, according to their own evaluations. Two hundred undergraduates were identified through the Bem Sex-Role Inventory as androgynous, masculine, feminine, and undifferentiated and took three tests designed to determine their self-evaluations of the three variables. Results show that the androgynous persons expressed higher degrees of self-esteem, self-acceptance, and acceptance of others than groups of masculine, feminine, or undifferentiated persons. In addition, masculine and androgynous persons reported higher self-evaluations than did undifferentiated and feminine identities. These results suggest that flexibility is mediated by one's sexual identity and that the androgynous person may be more capable of interpersonal competence. Three tables of findings are included. (CC)

WE 004 087

Mastalli, Grace L.
Sex Bias: Education Legislation and Regulations.
National Advisory Council on Women's Educational Programs, Washington, D.C.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—Dec 77
Note—34p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIESEP78; ED 153 332
Descriptors—Community Involvement, *Educational Legislation, *Equal Education, *Federal Legislation, Federal Regulation, Females, Higher Education, Sex Stereotypes, Womens Education
Identifiers—Career Education Incentive Act, Civil Rights Act 1964 Title IV, Education Amendments 1976 Title III, Elementary Secondary Education Act, Higher Education Act 1965 Title IV, Higher Education Act 1965 Title VIII, *Sex Bias, Womens Educational Equity Act

This is one of five papers the National Advisory Council on Women's Educational Programs has commissioned to identify key problems, describe exemplary efforts to promote sex fairness, and recommend practical changes in Education Division policy and practice that would improve equity for women. This report focuses on seven major programs–each presented in a separate chapter–that represent the spectrum of federal involvement rather than its sum. The introduction contains recommendations for certain types of changes that could be made in almost all programs to further the attainment of educational equity for women and girls. Specific reviews and recommendations for each piece of legislation are included in the separate chapters. An appendix contains a general guide to analysis of legislation and regulation that would be useful to lay persons performing their own analyses. The legislation considered is the Elementary and Secondary Education Act; the Women's Educational Equity Act; the Career Education Incentive Act; the Higher Education Act of 1965, Title IV; the Civil Rights Act of 1964, Title IV; the Higher Education Act of 1965, Title VIII; and the Education Amendments of 1976, Title III. (Author/IRT)

WE 004 088

Johnson, Florence DeVida H.
The Relationship Between Rule Administration and the Leadership Behavior of Black Male and Female Urban Elementary School Principals.
Pub Date—[Nov 77]
Note—13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIESEP78; ED 153 338
Descriptors—*Administrator Characteristics, Administrator Role, Blacks, Educational Administration, Elementary Schools, Females, *Leadership Styles, Males, *Principals, *School Administration, Sex Differences

This investigation was undertaken to test the relationships among rule administration behavior (how principals administer school rules), leadership behavior, and the sex of black elementary school principals. Twenty principals were subjects, with 200 teachers supplying responses to the Rule Administration Scale (RAS) and the Leadership Behavior Description Questionnaire (LBDQ). The results showed that female principals were perceived by their teachers as more representative and more punishment-centered than males in their administration of the rules. In terms of leader behavior, the females were rated higher than the males in representation, demand reconciliation, persuasiveness, initiation of structure, role assumption, production emphasis, predictive accuracy, integration, and superior orientation. Both male and female principals perceived themselves to be stronger leaders than their faculty members perceived them to be. (Author/DS)

WE 004 089

Mezirow, Jack Rose, Amy D.
An Evaluation Guide for College Women's Reentry Programs.
Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note—263p.
Available from—Columbia University, Center for Adult Education, New York, New York 10027
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Data Base ID—RIESEP78; ED 153 523
Descriptors—Adult Education, Community Colleges, Counseling Services, *Evaluation Criteria,

Females, *Guides, Higher Education, *Program Evaluation, Questionnaires, Referral, Vocational Education, *Womens Education
Identifiers—*Reentry Students, *Reentry Workers

Since 1970, over 300 community colleges have established re-entry programs designed especially for women who are either continuing their education or entering the job market after an extended hiatus. Re-entry programs vary in scope and in the nature of services provided, with some offering specific skills on vocational training, and others providing classes and other services to a degree. This publication provides a strategy for evaluating systematically how effectively these programs operate. Steps in evaluating are outlined and questionnaires that may be used selectively to study particular functions relevant to particular programs are provided. The following questionnaires are included: (1) adminstrative staff questionnaire; (2) advisory board questionnaire; (3) alumnae questionnaire; (4) college officers' questionnaire; (5) community agency questionnaire; (6) program director questionnaire; (7) student questionnaires; and (8) teacher questionnaire. Guidelines for analyzing the data collected are provided including sample charts for tabulating responses. The appendices contain a glossary and a program data inventory form. (SPG)

WE 004 090

Heckert, Bonnie L. And Others
A Model Research Program to Provide Equity for Women Entering Engineering.
Purdue Univ., Lafayette, Ind.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Grant—02G007605965
Pub Date—Mar 78
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIESEP78; ED 153 530
Descriptors—Career Planning, College Freshmen, Course Organization, *Engineering Education, Equal Opportunities (Jobs), *Experimental Programs, *Females, Higher Education, Interest Scales, Program Development, *Womens Education
Identifiers—*Purdue University IN

Under a grant funded under the Women's Educational Equity Act, the Department of Freshman Engineering at Purdue has developed a model program for freshmen women entering engineering. The program focuses on an experimental course that provides beginning engineering women and men with: (1) hands-on laboratory experiences; (2) discussions by various model lecturers of contemporary problems, including environment, energy, and productivity; and (3) career planning sessions, including the use of interest inventories. Pre-testing and post-testing with standardized instruments and special surveys were used for evaluation of experimental and control groups with generally positive results. (Author)

WE 004 091

Brown, Marsha D.
How Family Background and Institutional Environment Affect Career Aspirations of College Women.
Pub Date—78
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIESEP78; ED 153 531
Descriptors—*Career Choice, Cohort Analysis, College Environment, College Freshmen, Family Background, *Females, Higher Education, Multiple Regression Analysis, National Surveys, *Occupational Aspiration, Personality, Sex Differences

Data from the Cooperative Institutional Research Programs at ACE/UCLA on a national sample of students who first matriculated as college freshmen in 1966 were merged with followup data collected in 1967, 1970, and 1971. Cross-tabulations specify the level of career aspirations for women and men across the college years and across cohorts of college freshmen between 1966 and 1976. Multivariate regression analyses identify the characteristics of family background, personality, and college environment associated with changes in women's career aspirations from college matriculation to graduation and beyond. Separate regression results are presented for women and men with initially high and modest career plans. (Author)

WE 004 092

Conable, Charlotte Williams
Women at Cornell – The Myth of Equal Education.
Cornell Univ., Ithaca, N.Y.
Pub Date—77
Note—213p.
Available from—Cornell University Press, 124 Roberts Place, Ithaca, New York 14850 ($3.95)
Data Base ID—RIESEP78; ED 153 544
Descriptors—Administrative Policy, *Coeducation, College Graduates, *College Role, Doctoral Programs, *Educational History, *Females, Feminism, Higher Education, Scholarships, State Colleges, *Womens Education
Identifiers—*Cornell University NY

The history of women at Cornell is presented. First, the origins of coeducation at Cornell are explored. The commitment of the university to women as well as men is analyzed in the context of the social climate of the nineteenth century, particularly in central New York State, as well as the goals of those individuals who established the univerisity and shaped its mission in higher education. It is noted that Cornell was the first major institution in the eastern U.S. to admit women along with men (1872), to establish scholarships specifically for women (1884), to award the Doctor of Science degree to a woman in the U.S. (1895), to develop an innovative educational program for married women through reading courses for farmers' wives (1900), and to establish a state-supported College of Home Economics (1925). Second, "worthwhile" women graduates are identified including: Emily Dunnin Barrington '97, M.D. '01, first woman to win an internship at any New York hospital; Nora Stanton Blatch, the first woman to earn a degree in civil engineering at Cornell; and Mary H. Donlon, L.L.B. '20, one of the few women appointed to a federal judgeship. (SPG)

WE 004 093

Cameron, Susan M.
Women in Academia: Faculty Sponsorship, Informal Social Structures and Career Success.
Michigan Univ., Ann Arbor. Center for the Study of Higher Education.
Pub Date—Feb 78
Note—24p.
Available from—Michigan University, Center for the Study of Higher Education, Ann Arbor, Michigan
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIESEP78; ED 153 557
Descriptors—Career Ladders, *Career Opportunities, *Females, Grants, Higher Education, Institutional Research, *Interprofessional Relationship, Publications, Research Projects, Role Models, Socialization, *Success Factors, Surveys, *Women Professors

The possible sponsorship/career success relationship among university male and female faculty is investigated. Focus is on the effects this sponsorship process has in later career success as measured by publication rate, grants received, rate of professional collaboration, and professional network involvement. A sample of 133 faculty members (64 women and 69 men) from nine universities were surveyed. The respondent's teaching discipline and rank, age, marital status, and graduate school are provided. Results show that women faculty publish somewhat less than men faculty and that women are not included in the networks that lead to publishing to the extent that men are; however, women faculty are as successful as their male counterparts in collaboration and in grants received over three years. *(SPG)*

WE 004 094

Funkenstein, Daniel H.
Medical Students, Medical Schools and Society During Five Eras: Factors Affecting the Career Choices of Physicians 1958–1976.
Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.
Pub Date—78
Note—245p.
Available from—Ballinger Publishing Company, 17 Dunster Street, Cambridge, Massachusetts 02138 ($16.50)
Data Base ID—RIESEP78; ED 153 558
Descriptors—*Career Choice, Financial Support, Geographic Distribution, Government Role, Longitudinal Studies, Medical Schools, *Medical Students, Primary Health Care, Professional Education, Social Influences, Womens Education

Reported are the results of an examination of career choices of medical students and physicians from 1958 to 1976. The project was undertaken to determine whether or not data collected at admission and matriculation could be used to predict the career choices of medical students. The report identifies and measures the relative importance of factors such as the preparation of students entering medical school, their values and lifestyle, the influence of their medical school, and the effects of government funding and the demands of society. Special emphasis is placed on identifying factors affecting the choice of primary care and/or practice in a medically deprived geographic area. Included also are special studies of career decisions by women students. (Editor/MSE)

WE 004 095

Morse, P. Kenneth
Evaluation of Sex–Related Salary Discrimination.
Pub Date—Mar 78
Note—8p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIESEP78; ED 153 562
Descriptors—Academic Rank (Professional), *College Faculty, Higher Education, *Multiple Regression Analysis, *Salary Differentials, *Statistical Analysis, *Teacher Salaries

Using construed data, it is demonstrated that the commonly-used method of showing mean salary by sex or mean salary by rank by sex can be misleading, and that a more realistic picture can be obtained using multiple regression analysis. Faculty staffing patterns were designed for two simulated institutions and is presented showing means and standard deviations of salaries by school, rank, and sex and showing significance of the unique contribution of the sex variable to the regression of salary on rank and years-in-rank variables for the two schools. (SPG)

WE 004 096

Solmon, Lewis C.
Male and Female Graduate Students. The Question of Equal Opportunity.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—76
Note—159p.
Available from—Praeger Publishers, 111 Fourth Avenue, New York, NY 10003 ($18.50)
Data Base ID—RIESEP78; ED 153 566
Descriptors—Admission (School), Admission Criteria, Educational Change, Educational History, Educational Mobility, *Equal Education, *Graduate Study, Persistence, Sex Discrimination, Sex Stereotypes, Student Financial Aid, Student Mobility, *Womens Education

A study of differential opportunities for men and women graduate students was undertaken during a two-year period. The analyses of the results provide some evidence that differential treatment exists, but also some data indicating that things have improved *compared with conditions in earlier eras.* Earlier discussions of sex discrimination are reviewed, and sex differences are documented and explained in the areas of admissions, time spent in graduate study, geographic and interinstitutional mobility, and financial aid practices. (MSE)

WE 004 097

Elsas, Diana, Comp.   And Others

Women and Film/Television. Factfile No. 5.

American Film Inst., Washington, D.C.

Pub Date—Apr 77

Note—12p.

Available from—American Film Institute, National Education Services, John F. Kenndy Center, Washington, D.C. 20566 ($3.00 check or money order sent with request)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIESEP78; ED 153 652

Descriptors—*Annotated Bibliographies, Directories, *Females, Filmographies, *Films, *Institutes (Training Programs), Mass Media, Organizations (Groups), *Periodicals, Resource Centers, *Television, *Womens Education

Identifiers—Factfile

Basic reference sources relevant to women and film/television are listed. A directory of resource centers, professional organizations, and groups involved in training women in the media provides address, telephone number, and a brief description of each organization. A section on literature and films lists books and pamphlets, periodicals and articles, bibliographies, and filmographies. Finally, there is a selected list of distributors who specialize in films by and/or about women, and special programs. (VT)

WE 004 098

Perney, Jan   And Others

Television Viewing: Its Relationship to Early School Achievement.

Pub Date—[76]

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIESEP78; ED 153 723

Descriptors—*Academic Achievement, Childrens Television, Commercial Television, Correlation, Kindergarten Children, Parent Participation, Predictor Variables, Sex Differences, *Television Viewing, *Verbal Ability

Identifiers—*Quantitative Aptitude

To examine the relationship between television viewing and early school achievement, children's quantitative and verbal test scores were correlated with parental responses to a questionnaire concerning the television viewing habits of their children. The sample consisted of 202 kindergarten children and their parents from two suburban school districts north of Chicago. It was found that the time spent watching comedy-variety-drama shows was negatively correlated with verbal and quantitative ability for girls. Time spent watching Electric Company was positively related to quantitative ability for boys. There was a negative correlation between the girls' verbal ability and the parents' use of television as a reward or punishment, and a positive correlation between the girls' verbal ability and the parents' conscious use of television as a teacher. The total amount of television watched correlated negatively with quantitative scores, but correlated positively with verbal scores for both girls and boys. (Author/CM)

WE 004 099

Stuart, Nina G.

Sex Stratification in Community Politics and Decision Making.

Pub Date—Sep 77

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIESEP78; ED 153 885

Descriptors—Achievement, Community Study, *Decision Making, *Females, Literature Reviews, Local Government, Policy Formation, Political Attitudes, *Political Power, *Political Socialization, Sex Differences, *Sex Discrimination, *Sex Role, Socialization, Social Status

Because men hold most of the high status, decision-making positions in American society, they have greater access to and control of property, power, and prestige. Women, conversely, are accorded low status because they fulfill the lower prestige roles of childbearing and childrearing. Although some city and county government positions are filled by women (school board members, clerks, treasurers, commissioners), the top elected positions are held by men. Two explanations are offered for the exclusion of women from top political office: (1) institutional barriers exist which effectively exclude women from entry into community politics and decision making; and (2) women are socialized into roles which encourage self-elimination from high status positions. Review of past studies of community power, politics, and decision making reveals that researchers have most often employed a role stratification or elitist approach. This approach does not give sufficient consideration to the overwhelming absence of women in community political leadership. Further research into community power structure should center on sexual stratification. A methodological procedure is proposed which would first identify political leaders in a semi-rural community that is of medium size. Then, the few women found in political leadership roles should be interviewed to ascertain socioeconomic status, political motivations, and perceived barriers to political entry. This procedure would result in better evaluation of a community's organizational structure and would also ascertain women's relative status in the structure compared to men's. (Author/DB)

WE 004 100

Zane, Polly   Zane, John

American Women; 1607 to the Present. Booklets 1–6 [And] Instructional Guide.

Pub Date—78

Note—144p.

Available from—The Proof Press, Post Office Box 1256, Berkeley, California 94720 ($32.00 complete unit; $13.50 six student booklets; $13.00 12 portrait prints; $3.50 chronological chart; $3.50 instructional guide; $1.50 vinyl envelope)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIESEP78; ED 153 915

Descriptors—Activism, Colonial History (United States), Equal Education, Equal Opportunities (Jobs), *Females, *Feminism, Higher Education, History Instruction, Instructional Materials, Learning Activities, Minority Role, Modern History, Resource Units, Role Conflict, Secondary Education, Sex Discrimination, Social Change, *Social History, Teaching Guides, Technological Advancement, *United States History, Womens Studies, Working Women

Identifiers—*Womens Suffrage Movement

Focusing on changing roles of American women in response to social, technological, and historical influences since 1607, the document describes women's participation in home life, sports, professions, business, the labor movement, social reform, and the fight for legal rights. The document comprises six chronologically organized booklets and a teaching guide. The six booklets (1) examine the physically demanding activities of colonial women (1607-1830); (2) consider the beginnings of the women's movement (1830-60); (3) investigate divisions between those women who favored social reform and those who operated predominately in domestic and social spheres (1860-90); (4) trace the drive for women's suffrage and relate attempts by women to understand their roles in a rapidly changing society (1890-1920); (5) contrast the pre-World War I lull in the women's movement with women's new sense of social responsibility as they took over roles vacated by men who had been called away to war (1920-60); and (6) illustrate increasing political dissent and the emergence of a new feminism (1960s and 70s). Each booklet provides an overview of the chronological period and describes women's roles in various spheres of activity. The teachers guide describes major themes of each booklet (such as disillusionment, discrimination, feminism); offers a rationale for the booklets' historical perspective; and suggests discussion questions, library research topics, and vocabulary terms. Twelve 10" by 13" portraits of women who played important roles in American history and a chronological chart of all major facts in the booklet are available from the publisher. (Author/DB)

WE 004 101

Ruch, Libby O.

A Multidimensional Analysis of the Structure of Sex Roles.

Pub Date—8 Sep 77

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIESEP78; ED 153 933

Descriptors—Behavioral Science Research, *Behavior Patterns, College Students, *Females, Individual Characteristics, Multidimensional Scaling, Sex Differences, *Sex Role, Social Behavior

The purpose of this paper is to analyze the dimensions of sex role behavior. The Bem Sex Role Inventory (BSRI) was administered to 270 male and female undergraduate students. The BSRI contains 20 masculine characteristics (acts as a leader, ambitious, self-reliant), 20 female characteristics (warm, gentle, loves children), and 20 neutral characteristics. When taking a BSRI, a person indicates on a 1-7-point scale how well each of these characteristics describes himself or herself. Results indicate the data have three dimensions. The first dimension indicates a clear continuum of behaviors from masculine to neutral to feminine. The second dimension refers to whether items are positively or negatively evaluated. Masculine items were positively evaluated while feminine items were both positively and negatively evaluated. The third dimension deals with subroles within the traditional sex roles: masculine traits were instrumental in nature (acts as a leader, forceful) and competent (analytical, adaptable, reliable); feminine traits reflected behavior which is expressive, incompetent, and socially conventional. Results suggested the masculine role is more clearly defined and more readily learned than the feminine role, and that change, to the extent it is occurring, is within the feminine not the masculine role. (Author/JK)

WE 004 102

Wangen, Nancy Register   Wagner, Sherri

Choices: Learning about Changing Sex Roles.

Pub Date—77

Note—106p.

Available from—Jenny Publishing Company, Inc., 57 Queen Avenue South, Minneapolis, Minnesota 55405 ($24.00 Level A Set; $24.00 Level B Set; $5.00 User's Guide; $12.00 Poster Set)

Data Base ID—RIESEP78; ED 153 934

Descriptors—Career Choice, Career Opportunities, Civil Rights, Elementary Education, Equal Education, Equal Opportunities (Jobs), Futures (of Society), Junior High Schools, Learning Activities, Negative Attitudes, Preschool Education, Self Concept, Sex Discrimination, *Sex Role, Sex Stereotypes, *Social Change, Socialization

Maintaining that sexism wastes talents by limiting an individual's choices, the document presents activities for elementary school students to increase awareness of sex roles and a set of inservice materials for training school personnel to teach about sexism. Activities are presented on two levels. Activities for primary grades deal with self-concept, recognizing sexism, growing up, and choices for the future. These activities involve students in making scrapbooks, filling out charts, drawing pictures, role playing, analyzing advertising material and photographs, and discussing stories and poems read by the teacher. Activities for upper elementary and junior high school focus on family research, historical research reporting, personal attitudes, data analysis, and life choices. Students are involved in keeping logs of personal ideas, tracing family trees, library research, listing various roles an individual might play, and analyzing primary sources such as personal diaries and historical society photographs. For each activity, information is given on preparation, teaching procedures, follow-up and discussion. The teacher's guide defines terms, outlines the responsibility of the school in teaching about sex roles, introduces the curriculum material, proposes teaching techniques, suggests evaluation procedures, outlines use of the curriculum in teacher training, and includes a bibliography. Also included in the curriculum packet are six 23" X 29" posters depicting various kinds of families, men and women important in American history, boys and girls working and playing together, and adults in non-traditional roles. (Author/DB)

WE 004 103

Balancing the Picture: Integrating Women into American History. A Guide to Provide Balance for the Syllabus in Social Studies 11.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date—[77]
Note—53p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIESEP78; ED 153 940
Descriptors—Curriculum Development, Educational Improvement, Educational Resources, *Females, Grade 11, *History Instruction, Secondary Education, Sex Discrimination, Social History, *Social Studies, State Curriculum Guides, State Government, State History, Teacher Developed Materials, Teaching Guides, *United States History, *Womens Studies
Identifiers—New York

Using the New York state social studies 11th grade syllabus as a guide, the developer of this guide has adapted statements of understandings and has added resources and research questions to give students a better perspective on the role of women in United States history. Five broad topics are explored: The American People (immigrants, culture patterns, civil rights); Government and Politics (Constitutional theory and practice, New York State government); American Economic Life (mercantile and industrial capitalism); American Civilization in Historical Perspective (education, mass media); and The United States in World Affairs (power and commitment). Within each area, the author has taken statements of understandings required of students and has suggested related research and discussion topics and resources to substantiate women's involvement. For example, in the education section of the topic American Civilization in Historical Perspective, one general understanding which students must develop is that "the belief that democratic society is dependent upon the education of its citizens underlies the history of free public education." With respect to this statement, students are asked to compare in what ways women have been educated differently from men in the colonial period, in the 19th century, and today. Three references are cited which will give specific information about this issue. It is suggested that teachers use the guide flexibly with the varied needs of individual classes. (AV)

WE 004 104

Miniconsultation on the Mental and Physical Health Problems of Black Women.

Black Women's Community Development Foundation, Inc., Washington, D.C.
Pub Date—Mar 74
Note—145p.
Available from—Black Women's Community Development Foundation, 1028 Connecticut Avenue, N.W., Suite 1010, Washington, D.C. 20036 ($3.50)
Data Base ID—RIESEP78; ED 154 043
Descriptors—Conference Reports, Depression (Psychology), *Females, Health Conditions, *Health Needs, Health Services, Hypertension, *Mental Health, *Physical Health, Special Health Problems, Suicide
Identifiers—*Black Women, Cancer, Sterilization

The Black Women's Community Development Foundation (BWCDF) examined the mental and physical health issues confronting black women. BWCDF chose to examine these issues through a "miniconsultation," a gathering of some 60 health care professionals, sociologists, educators and others who for two days comprehensively shared their experiences, their concerns, and their areas of expertise. Participants evaluated the relationship between the mental and physical health of black women. The improvement of the health of black women demands program approaches which reflect economics, politics, psychology and other disciplines, as well as medicine. The miniconsultation focused on four health care areas: hypertension; cancers and fibroids; sterilization; and suicide and depression. Each subject area was studied in terms of the following: (1) relevance of the health care issue for black women, (2) current data, (3) areas of needed research, and (4) directions for action. New areas suggested for further research include diabetes, training of blacks in behavior modification, and fetal tissue research. (Author/AM)

WE 004 105

Motomatsu, Nancy R.

A Selected Bibliography of Sex-Fair Materials. Grades K-12.

Olympia School District, Wash.
Pub Date—Nov 77
Note—54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIESEP78; ED 154 053
Descriptors—*Adolescent Literature, Audiovisual Aids, *Bibliographies, *Childrens Literature, Filmographies, Films, *Instructional Materials, Nonfiction, *Sex Fairness

This bibliography of nonsexist materials, which brings up to date a bibliography compiled in January, 1976, now includes not only recently published print material, but also films and multimedia kits. Printed material is divided into sections, each organized alphabetically by author as follows: (1) primary fiction, suitable for kindergarten through Grade 3; (2) intermediate fiction, suitable for Grades 4 through 7; (3) secondary fiction, for Grade 7 upwards, with each entry indicating suitability for either Junior High (JH) or Senior High (SH); (4) biography and (5) fiction, both sections with each entry indicating suitability for one of the four levels mentioned. The multimedia kits are listed alphabetically by title, and again grade suitability is indicated, as it is for the 16mm films. The entries for the 16mm films are also listed alphabetically by title, and in addition are annotated. An address list of 16mm film publishers is provided, together with a source list of publishers, magazines and newspapers, and distributors. (MC)

WE 004 106

Equal Educational Opportunity, Sex Discrimination Prohibited, Ch 392-190.

Washington State Board of Education, Olympia.
Pub Date—[77]
Note—13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIESEP78; ED 154 054
Descriptors—Affirmative Action, *Civil Rights Legislation, Equal Education, Equal Opportunities (Jobs), *Females, Laws, *Sex Discrimination, State Legislation
Identifiers—*Washington

This document lists the provisions of the Washington state statute which prohibits sex discrimination in: public schools, employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students. All school districts in Washington are directed by the legislation to develop affirmative action programs. Responsibility for enforcement resides with the Superintendent of Public Instruction. Penalties for noncompliance may include the termination of all state apportionment to the offending school district. (Author/AM)

WE 004 107

Day, JoAnn O'Connor, James

Urbanization, School System Variables and the Sex Composition of Teaching: An Historical View.

Pub Date—[77]
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIESEP78; ED 154 083
Descriptors—Bureaucracy, Demography, Economic Factors, *Educational History, Elementary Secondary Education, *Labor Market, Models, Multiple Regression Analysis, Predictor Variables, *Social Factors, United States History, *Urbanization, *Women Teachers, Working Women

In this study a model of the relationship between urbanization, school system variables and the sex composition of the teaching profession is developed. In the cross sectional analysis of data from 1870, the relationship between urbanization and the feminization of this occupation is explained in terms of length of the school year, the enrollment of a higher proportion of school age children, the more formalized control of the school, and the relative inexpensiveness of female labor. However, in a longitudinal analysis through the year 1875, it is shown that employers were not responding solely to the economic incentives of female labor, but rather, were influenced by past hiring patterns. The process through which the intermediate variables (length of year, percent enrolled, bureaucratization) and urbanization influenced feminization of the teaching profession is obscured since these factors are interrelated. (Author/GC)

WE 004 108

Chavious, Dolores Mordoh, Rose Lee

You've Come a Long Way Baby! Where Tomorrow?

Open Doors, New York, N.Y.
Spons Agency—New York City Economic Development Council, N.Y.; New York City Public Schools, Brooklyn, N.Y.
Pub Date—[75]
Note—64p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIESEP78; ED 154 101
Descriptors—Curriculum Guides, *Employment Patterns, *Feminism, Instructional Materials, *Language Patterns, Learning Activities, Lesson Plans, Secondary Education, Sex Discrimination, *Sex Role, Social History, Social Studies Units, *Womens Studies, Working Women

In this instructional manual for secondary school students, contemporary concerns of women are addressed. Suggested lesson plans and activities are presented under five headings. In "The Way It Is, The Way It Was," changes in women's images in the media in the U.S. and women's roles in other countries are among the topics for discussion. In a section entitled "Women and Words," the phenomenon of gender in some foreign languages and the gender attributes of certain English words are examined. Information on changing female employment patterns is presented in "Women and Jobs." In "Women and Men," women's roles as wives and mothers, women's financial power, the links between social inequality and hostility between the sexes, and some of the facts surrounding the Equal Rights Amendment are discussed. The theme "Women and Crime" is also briefly addressed. Organizations and other resources dealing with women's rights are listed. Also included is a guide for teachers, specifying objectives, ideas, concepts, and information useful for presenting the unit; suggesting subject and course areas where the materials may be used; outlining what students can be expected to accomplish through this course; and listing sample activities. (GC)

WE 004 109

Haczynski, Sharon L.

Vocational Counseling Needs of Young Women as Perceived by Working Business and Professional Women. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C., Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Pub Date—Jan 78

Note—79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Data Base ID—RIEOCT78; ED 154 154

Descriptors—*Administrative Personnel, Educational Needs, Employment Qualifications, *Females, Job Application, *Job Skills, Managerial Occupations, Needs Assessment, Occupational Choice, Occupational Guidance, Occupational Mobility, Supervisors, *Vocational Counseling, Working Women

Identifiers—Nontraditional Career Choice

Designed to determine the additional competencies women need to obtain jobs and advance in them, a study focused on the counseling needs of young women as perceived by the membership of the Wisconsin Federation of Business and Professional Women's Clubs comprised of 2,700 women who are working part-time, full-time, or in partnership. The instruments were (1) a five-item questionnaire (based on the review of the literature) which was used to develop competency lists for the other instruments, and (2) three rating scales developed from an analysis and synthesis of the questions in the questionnaire. The data gathering and analysis were divided into three components. The first generated a profile of a random sample from the total population which completed a personal data sheet and the rating scale entitled "Women in General-Obtaining Jobs, Being Effective Employees, and Advancing in Jobs." The second component produced a profile of the random population compared with a control population selected from women in administrative and/or supervisory positions. Results of the third component were a profile of the random population compared with a second selected control population of women in male intensive occupations. (Statistical tables are included for each profile.) The responses from the various populations indicated that a need exists for educational institutions to help women make the transition from student to worker, that educators and counselors are only bringing students to a sufficient level, and that organization, leadership, ability to motivate others, and ability to evaluate are needed competencies. (Appended are a bibliography, cover letters, instruments, and tables.) (VB)

WE 004 110

Kane, Roslyn D. And Others

Problems of Women in Apprenticeship.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Vocational Education Research Branch.

Pub Date—Dec 77

Note—175p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 161

Descriptors—*Apprenticeships, Background, *Employment Problems, *Equal Opportunities (Jobs), Failure Factors, Females, Job Applicants, Occupational Surveys, Personnel Integration, Recruitment, Sex Discrimination, Sex Role, Sex Stereotypes, Success Factors, *Working Women

Identifiers—Joint Apprenticeship Councils

A study was conducted to determine why so few women applicants were admitted to apprenticeships, what the differences were between the successful and unsuccessful applicants, and what programs and services were needed to insure the success of both applicants and apprentices. In order to identify the major problem areas, 110 questionnaires were analyzed (77 from women apprentices and 33 from applicants) as well as interviews with 17 Joint Apprenticeship Councils (JACs) and 13 recruitment programs. While shortcomings were found in the societal, psychological, and developmental experiences of women, their lack of suitable education and training was considered especially critical because of its effect on their ability to meet admission requirements, to score well on written examinations, to pass oral interviews, and to qualify for points given according to previous course work. Another serious obstacle for women was obtaining a job for the apprenticeship. Once accepted, women encountered a further set of problems: acceptance by fellow workers and supervisors, male chivalry, physical or technical job demands, related instruction, and promotion. Women often voluntarily dropped out and strongly felt the need for supportive services. Specific recommendations were made and directed to the school systems, JACs, unions, employers, and Department of Labor to aid in the solution of these problems. (In an appendix the methodology used in the study is described in full.) (ELG)

WE 004 111

Johnson, Beverly L.

Where to Find BLS Statistics on Women.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-530

Pub Date—Apr 78

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEOCT78; ED 154 162

Descriptors—Educational Background, *Employment Statistics, *Females, Income, *Information Sources, Labor Force, Salaries, Unemployment, Working Hours, *Working Women

This pamphlet summarizes the statistics on women which are available from the Bureau of Labor Statistics and indicates where the data may be found. The sources indicated in this document represent a wide variety of publications, including press releases, periodicals, bulletins, and reports. The information is divided into the following four areas: labor force status, employment, and unemployment; earnings and hours of work; education; and membership in labor organizations. Information on how to obtain the data is given at the back of the pamphlet. (BM)

WE 004 112

Harrison, Laurie R.

A National Study of Sex Stereotyping and Discrimination in Vocational Education.

Pub Date—30 Mar 78

Note—11p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEOCT78; ED 154 171

Descriptors—Equal Opportunities (Jobs), Information Needs, Interviews, National Surveys, Research Methodology, *Sex Discrimination, *Sex Stereotypes, *Vocational Education

This paper reviews the reasons that led to the Congressional mandate in 1976 for a national study of sex discrimination and stereotyping in vocational education and of the progress being made to reduce existing inequities and discusses the goals and methodology of the study, which is presently being conducted. First, in an introduction to the problem, comparisons are drawn generally between the salaries and career positions of working men and women, and an analysis is given of the number of women employed and their educational backgrounds. The role of vocational education as a contributing factor in career choice and its potential impact for effectuating change is examined. Having established the need for such a study, the author next turns to a description of the study itself. The purposes and contents of the interim and final reports are anticipated, and the methods used for sampling and data collection are delineated. After justifying the choice of interviewing as the best technique, the author lists the categories of persons to be questioned and explains the scope of the information sought. (ELG)

WE 004 113

Reshad, Rosalind S.

Minorities and Women in State and Local Governments. 1974. Volume I–U.S. Summary. Research Report No. 52–1.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—431p.; For related documents, see ED 154 188-192

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 187

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, Local Government, *Minority Groups, National Surveys, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, Socioeconomic Status, Spanish Americans, State Government, Statistical Data, Tables (Data), Underemployed, *Working Women

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this volume, "United States Summary," details nationwide statistics on the employment status of minorities and women. Data include forty-six state governments and virtually all local governments with 100 or more employees, plus a sample of local governments with fifteen to ninety-nine employees. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive ethnic groups and by sex. Included in the survey are fifteen government functions, eight job categories, and salary data. The conclusion was made that statistics in this report show slight overall increases in the proportions of fulltime minority group and female employees in state and local government work forces since the first survey in 1973; nonetheless, equal employment opportunity had not been realized in 1974. Inequities in occupational distributions and in median annual salaries persisted for minorities and women. Appendixes, which make up the greater part of the document, contain statistical summaries of state and local government information, instructions for filing and report form, and source and reliability of data. (TA)

WE 004 114

Froning, Mary L.

Minorities and Women in State and Local Governments. 1974. Volume II–State Governments. Research Report No. 52–2.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—405p.; For related documents, see ED 154 187-192

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 188

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, *Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, Socioeconomic Status, Spanish Americans, *State Government, State Surveys, Statistical Data, Tables (Data), Underemployed, *Working Women

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this second volume details the employment status of minorities and women in state governments. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive ethnic groups and by sex. Included in the survey are fifteen government functions, eight job categories and salary data. The conclusion was made that minorities and women in state governments are far from achieving representation equal to their overall civilian labor force participation in every occupation surveyed. For women and for all minority groups except Asian Americans, median annual salaries compared very unfavorably with men and whites, respectively. Employment growth rates indicate that state governments would have ample opportunity to change their employment profiles to provide increased job openings for minorities and women. Appendixes, which make up the greater part of the document, contain statistical summaries of state information collected and instructions for filing and report form. (TA)

WE 004 115

Froning, Mary L.

Minorities and Women in State and Local Governments. 1974. Volume III–County Governments. Research Report No. 52–3.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—393p.; For related documents, see ED 154 187-192

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 189

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, *Local Government, *Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, *Working Women

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this third volume details the employment status of minorities and women in county governments across the nation. Reports from 1,491 counties were used to project national employment figures. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight job categories, fourteen government functions, and salary data. The conclusion was made that the status of minorities and women in county governments in 1974 was far from ideal. Although minorities (with the exception of Spanish Surnamed Americans) and women were fairly well represented in overall county government employment, both groups generally had difficulty accessing the better paying functions and occupations of government. New hire data from the survey indicate very slow progress toward changing employment patterns in county government. Appendixes, which make up the greater part of the document, contain statistical summaries of county government information, instructions for filing and report form, and source and reliability of data. (TA)

WE 004 116

Skinner, Alice W.

Minorities and Women in State and Local Governments. 1974. Volume IV–Municipal Governments. Research Report No. 52–4.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—396p.; For related documents, see ED 154 187-192

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 190

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, Local Government, *Minority Groups, *Municipalities, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, *Working Women

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this fourth volume details the employment status of minorities and women in municipal governments. Based on reports filed by 2,230 municipalities, statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight job categories, fifteen government functions, and salary data. The conclusion was made that both employee groups were virtually excluded from the high-salaried functions and from the more skilled and responsible jobs; they were concentrated in the lowest salaried functions, in the less skilled low-paying jobs offering little or no chance of advancement; and they were consistently paid less than their white or male counterparts. Appendixes, which make up the greater part of the document, contain statistical summaries of municipal government information, instructions for filing and report form, and source and reliability of data. (TA)

WE 004 117

Reshad, Rosalind S.

Minorities and Women in State and Local Governments. 1974. Volume V–Township Governments. Research Report No. 52–5.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—370p.; For related documents, see ED 154 187-192

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 191

Descriptors—American Indians, Asian Americans, Blacks, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, Local Government, *Minority Groups, *Municipalities, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, Socioeconomic Status, Spanish Americans, Statistical Data, Tables (Data), Underemployed, *Working Women

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this fifth volume details nationwide statistics on the employment status of minorities and women working in township governments. Data from 299 actual units of government in fourteen states were used to project national employment figures. Statistics in this study are designed to highlight various aspects of the employment status of persons by six mutually exclusive race/ethnic groups and by sex. Included in the survey are eight occupational categories, fourteen government functions, and salary data. The conclusion was made that only negligible numbers of minorities were among those hired in this level of government, and only about one of every four new hires was a woman. Statistics indicated that minorities and women were being hired in functions and occupations where substantial proportions of them already were working, and the few minorities employed were substantially confined to service/maintenance jobs. Inequities in occupational and salary distributions persisted for minorities as compared with whites. Also, women had not reached parity with men in employment in functions, occupations, or salary levels. Appendixes, which make up the greater part of the document, contain statistical summaries of township government information, instructions for filing and report form, and source of reliability of data. (TA)

WE 004 118

Robertson, Winston O., Jr.

Minorities and Women in State and Local Governments. 1974. Volume VI–Special Districts. Research Report No. 52–6.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date—77

Note—337p.; For related documents, see ED 154 187-191

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 192

Descriptors—American Indians, Asian Americans, Blacks, *Community Services, Comparative Statistics, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), *Government Employees, Local Government, *Minority Groups, Occupational Surveys, Public Service Occupations, Racial Discrimination, Salaries, Salary Differentials, Sex Discrimination, Socioeconomic Status, Spanish Americans, Special Services, Statistical Data, Tables (Data), Underemployed, *Working Women

One of six volumes summarizing through narrative and statistical tables data collected by the Equal Employment Opportunity Commission in its 1974 survey, this sixth volume details the employment status of minorities and women in special district governments (excluding school districts), by examining the general governmental activities they performed, the kinds of jobs they held, and the wages they were paid. Special districts are defined as independent local governments (e.g., authorities, commissions, administrations, etc.) created to provide specific community services, such as mass transit systems, sanitation and sewage, energy and soil conservation, health care, and housing. The conclusion was made that minorities and women were both well represented in special district employment. However, women were virtually dependent on hospitals and sanatoriums for employment, while minorities, especially men, were over-concentrated in service/maintenance jobs. Women were virtually excluded from the high salary utilities or transportation district jobs and minorities were substantially underrepresented in the professional and decision-making positions in all functions. Appendixes, which make up the greater part of this document, contain statistical summaries of special district information, instructions for filing and report form, and source and reliability of data. (TA)

WE 004 119

Thomas, Patricia J.

Why Women Enlist: The Navy as an Occupational Choice.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.—NPRDC-TR-77-20
Pub Date—Mar 77
Note—33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEOCT78; ED 154 194
Descriptors—Armed Forces, Background, *Enlisted Personnel, *Females, Longitudinal Studies, Males, Motivation, Occupational Aspiration, *Occupational Choice, Sex Differences, Values, Work Attitudes, Working Women
Identifiers—*Navy, Nontraditional Career Choice

As part of a longitudinal research project to investigate attrition among female enlistees, a study was conducted to assess the differences between male and female recruits in background, occupational values, and motivation for enlistment. A sample of 1,000 men and 1,000 women was administered a questionnaire during the early weeks of recruit training. The findings (as discussed and as presented in a series of seven tables in the report) revealed the following: (1) although men and women came from different backgrounds, they enlisted for similar reasons, i.e., to make something of their lives, to acquire education and training, and to travel; (2) men had different occupational values as they were more interested in rewards such as advancement and recognition while women preferred jobs that were people-oriented and altruistic, were located in a clean, cheerful environment, and did not involve machinery or physical risk. It was concluded that the values of many of the women were not consistent with the nontraditional jobs to which they might be assigned. To attract women with compatible values, recommendations were proposed to provide the applicant pool with information about the Navy's utilization of women and to reorient recruiters. (EG)

WE 004 120

Riche-Warren, Mary And Others

A Study of the Underemployment and Underutilization of Women in Iowa.

Iowa State Commission on the Status of Women, Des Moines.
Pub Date—76
Note—255p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Data Base ID—RIEOCT78; ED 154 198
Descriptors—*Employment Level, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), Females, Income, Job Satisfaction, Occupational Aspiration, Occupational Mobility, Sex Discrimination, *Subemployment, Tables (Data), *Underemployed, Unemployment, *Working Women
Identifiers—Iowa

A survey of 13,582 employees of 261 employers was conducted in Iowa to determine if women are underemployed (i.e., not employed in positions or at pay levels commensurate with their education, previous work experience and aspirations) and underutilized (i.e., not employed in certain types and levels of positions to the same extent as their availability in the work force). The findings, based on 5,995 responses, reveal that women in Iowa are underutilized and underemployed in certain occupations and at certain pay levels. Specifically, it was found that women are (1) underutilized in laborer, operative, craft and technical positions, (2) underutilized in managerial and supervisory positions, (3) underutilized at pay levels from $10,000 to $17,500, (4) underemployed (when compared to men) in terms of years in their current positions in office/clerical positions, (5) underemployed (when compared to men) in terms of years in their current positions at pay levels under $10,000, and (6) underemployed (when compared to men) in terms of years with their current employer at pay levels under $15,000. Also, college educated women, when compared to college educated men, are underemployed in managerial positions and at pay levels above $10,000. (Fifty-three tables of data are included in the text of this report. The survey form, an outline of employer interview data to be used in a future project, and ninety-five tables of utilization, employment, aspirational, mobility, and job satisfaction data are appended.) (EM)

WE 004 121

McClure, Phyllis

Race and Sex Compliance Issues in Vocational Education.

National Association for the Advancement of Colored People Legal Defense and Educational Fund, New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group. Vocational Education Study Div.
Pub Date—17 Oct 77
Note—45p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEOCT78; ED 154 199
Descriptors—*Access to Education, Admission Criteria, Blacks, Employment Level, *Females, Geographic Location, *Racial Discrimination, Racial Segregation, Research Needs, *Sex Discrimination, State Federal Aid, *Vocational Education, Work Experience Programs

Intended to raise race and sex compliance issues to be addressed by the National Institute of Education (NIE) in its congressionally mandated study of vocational education, this paper defines Title VI (Civil Rights Act of 1964) and Title IX (Education Amendments of 1972) compliance issues regarding the level of minority (black Americans) and women student and staff participation in vocational schools. An introductory section briefly reviews the history of Federal vocational legislation with reference to equality of opportunity. In Section I the three barriers that black and female students encounter to their attending the best vocational schools are discussed: geographical location of schools, segregation within school districts, and admission criteria. Section II suggests the need for more evidence to document discrimination in federal and state funding of vocational education. Section III examines to what extent vocational training perpetuates, and how counselors contribute to, sexual and racial stratification in the labor market. While Sections IV and V compare the number of blacks and women who participate in work-study, cooperative education, and apprenticeship programs to their number enrolled in vocational schools, Section VI explores their underrepresentation as teachers in these schools. The recommendations in Section VII for vocational school research by NIE focus on the five areas of finance, construction, governance structure, cooperative education and work study, and admission criteria. (EG)

WE 004 122

Employment Needs of Women Offenders: A Program Design.

Women's Bureau (DOL), Washington, D.C.
Pub Date—77
Note—67p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEOCT78; ED 154 256
Descriptors—Community Involvement, Community Programs, Correctional Education, Corrective Institutions, *Criminals, Employment Opportunities, *Employment Problems, *Females, Information Dissemination, *Needs Assessment, Prisoners, Program Coordination, *Program Design, Program Development, Program Planning
Identifiers—Women's Bureau

Based on meetings held by the Women's Bureau in Baltimore, Boston, and Miami to explore the employment-related problems of women offenders and to propose solutions, this report in Part I describes the development and conduct of these three seminars, in Part II gives instructions for the organization of future such community programs, and in Part III contains samples of conference materials as well as a resource directory. Three objectives are recognized for the local meetings: (1) to identify and assess the employment needs of women offenders both in the institution and the community; (2) to share information with the general public and government and private agencies about these needs and to establish a communication network and closer coordination among these agencies; and (3) to encourage communities to develop plans to improve services relating to the employment of female offenders. Further, in Part I, the four phases of the program design used at the three sites (assessment, developmental, activity, and followup action) are identified and differences are noted for each city; and in Part II, these four phases are outlined generally to provide a model for community development of similar conferences. Conclusions drawn from the meetings in the three cities show deficiencies in the following areas associated with the vocational education of women offenders: education, job training, resocialization, and job-readiness courses in penal institutions; work in state-use industries; work-release programs; employer and union involvement; long-termers' participation in vocational programs; linkage between correctional institutions and community and government agencies; and elimination of barriers imposed by state laws. (ELG)

WE 004 123

Whittaker, Sandra V.

Comparative Study of Self-Esteem Among Black, White, and Latino Women.

Pub Date—[76]
Note—25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEOCT78; ED 154 260
Descriptors—*Caucasians, Cultural Factors, Demography, Family Characteristics, *Females, Marital Status, *Mexican Americans, Mothers, Psychological Studies, Racial Differences, *Self Esteem
Identifiers—*Black Women

This exploratory study investigates the effects of race and other demographic characteristics (age, marital status, number of children, number of dependent children, and job status) on the self-esteem of 144 black, white and latino female subjects. Predicted differences due to race were confirmed. Marital status and the interaction of marital status with race, marital status with dependent children, and marital status, race and dependent children were also found as significant. This paper includes a discussion of the conceptual and methodological difficulties in the study of self-esteem. (Author)

WE 004 124

Waetjen, Walter B.

Sex Differences in Learning: Some Open Questions.

Pub Date—23 Sep 77

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEOCT78; ED 154 263

Descriptors—Achievement, Aptitude, *Cognitive Ability, Cultural Factors, Developmental Stages, Elementary Education, Family Influence, Secondary Education, *Sex Differences, Sex Discrimination, Test Bias

A common assumption is that boys are innately superior in analytical and quantitative skills and girls are superior in verbal skills. Research indicates, however, that these assumptions hold true only at certain times in the life cycle of each sex. There is evidence that cultural attitudes, rather than innate sex differences, account for differences in achievement. Males are found to like mathematics if their parents approve of mathematics education, but girls' attitudes are negative under the same condition. The more theoretically oriented teachers (male and female) are, the better are boys' attitudes toward mathematics. Many tests of aptitude or achievement are biased in favor of one sex or the other. This is due to the kinds of questions asked, the manner in which test scores are interpreted or the conditions of test-taking, which sometimes distort results, since boys perform more poorly in stress-producing situations. Attempts of testmakers to obscure differences in performance by boys and girls run counter to the effort of parents and teachers to instill different attitudes and motivations in each sex. Research indicates that only minimal differences in ability and achievement between the sexes can be attributed to physiology. (Author)

WE 004 125

Murphy, Roger J. L.

Sex Differences in Examination Performance: Do These Reflect Differences in Ability or Sex-Role Stereotypes?

Pub Date—Jul 77

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEOCT78; ED 154 265

Descriptors—*Academic Ability, Intelligence Differences, *Performance Factors, Secondary Education, *Sex Differences, *Test Bias

Identifiers—*Great Britain, *Sex Role Stereotypes

Many academic examinations exhibit sex differences in terms of entry figures and pass rates. This fact is illustrated by a selection of statistics from the British GCE "O" level examination results for June 1976. These results are discussed in terms of three possible causes: innate differences in intellectual functioning, sex role stereotyping, and sex bias in the examinations themselves. The research evidence concerning sex differences in intellectual functioning seems inconclusive, and certainly does not seem to indicate any large and consistent differences. Where differences do exist it is also impossible to assume that they are innate, as the influence of socially defined sex role stereotyping is apparent. The link between sex role stereotyping and sex differences in attitudes to various academic subjects also seems to be a distinct possibility. In addition to this, the evidence for the effect of attitude on performance makes the sex role stereotyping explanation for these results a most realistic one. The possibility of sex bias in the examinations themselves was not completely ruled out but, like the innate differences hypothesis, this did not seem to be a tenable explanation for the overall size of the differences. (Author)

WE 004 126

Bremer, Teresa H. Ragan, Pauline K.

The Effect of the Empty Nest on the Morale of Mexican American and White Women.

Pub Date—Nov 77

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEOCT78; ED 154 269

Descriptors—Caucasians, Family (Sociological Unit), Females, Gerontology, *Mexican Americans, *Morale, *Mothers, *Parent Child Relationship, Parent Role

The empty nest has been thought to be associated with low morale among women. The emphasis on the mother role among Mexican American families may result in a stronger negative association between low morale and the empty nest among Mexican American women than among white women. This study tests two hypotheses: first, that the empty nest is associated with aspects of low morale among both Mexican American and white women; and second, that this association is stronger among Mexican American than among white women, ages 45-74. A probability sample of 254 Mexican American and 255 white female residents of Los Angeles County, ages 45-74, were identified as empty nest or full nest by the criterion of having someone 18 or under living in the home. A scale tapping four dimensions of morale (sadness, boredom, loneliness, and usefulness) was administered. Frequency analysis was performed and epsilons were computed to determine the effect of the empty nest on these Mexican American and white women in three age cohorts, 45-54, 55-64 and 65-74. Results suggest that the empty nest may not be a crucial cause of low morale among women. The relationship between the empty nest and these indicators of low morale among Mexican American women was unclear, and there was negligible association of the empty nest with low morale among white women. (Author)

WE 004 127

Huber, Bettina J.

The Ins and Outs of Femininity: An Interactive Perspective.

Pub Date—77

Note—46p.

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 279

Descriptors—Behavior Patterns, *Cultural Factors, Emotional Development, *Females, Identification (Psychological), Literature Reviews, Parent Child Relationship, Personality Theories, Psychological Characteristics, Sex Role, *Social Influences

Identifiers—*Femininity, *Gender, *Oedipal Development, *Sex Identity

Recent investigations of gender are fostering structurally deterministic explanations by focusing exclusively on social processes. A balanced understanding of femininity involves considering psychic forces in conjunction with social factors. An interpretation of Freud currently being articulated in Europe delineates unconscious forces fruitfully viewed as interacting with environmentally given attitudes. A summary of the new perspective highlights cultural aspects of Oedipal processes. As individuals enter the world outside the home, early insights filter social influences impinging upon them. Conversely, structural conditions can undermine women's inward acceptance of secondary status. Non-familial social organization and exclusion from the larger society are instrumental in this. (Author)

WE 004 128

Farmer, Helen S.

The Relationship of Home-Career Conflict, Fear of Success, and Sex-Role Orientation to Achievement and Career Motivation Given Different Levels of Perceived Environmental Support.

Pub Date—[77]

Note—38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEOCT78; ED 154 294

Descriptors—Achievement, Community Support, *Fear of Success, *Females, *Motivation, *Occupational Aspiration, Risk, *Role Conflict, Self Esteem, Socialization, Success Factors

Identifiers—*Sex Role Stereotypes

The purpose of the study was to investigate the relationship between Home-Career (H-C) conflict, Fear of success (FOS), achievement (n Ach) and Career motivation (CM) for women of differing sex role orientations. In addition, measures of self-esteem, risk-taking, perceived community support and early socialization were obtained. A positive relationship was expected between FOS and level of career motivation for an androgynous sex role orientation and a negative relationship for H-C conflict and level of career motivation for sextyped women. Subjects were 53 continuing education and 109 college undergraduate females. Analyses included canonical, discriminant, and multiple regression analyses. Measures of community support, community discrimination, self-esteem in relation to home and family, and early socialization experiences were found to be the salient predictors of high or low career motivation. FOS and H-C were found to be descriptive of highly motivated women, regardless of sex role orientation. The cost of this conflict to the productivity of these women was viewed as an area needing further research. (Author)

WE 004 129

Sex Fairness in Education Divison Communications, Products and Dissemination Strategies.

Women on Words and Images, Princeton, N. J.

Spons Agency—National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date—Nov 77

Note—44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEOCT78; ED 154 320

Descriptors—*Communications, *Federal Government, *Females, *Language Usage, *Publications, *Sex Fairness

Identifiers—*Department Health Education Welfare Education Div

These papers grew out of a desire to follow up recommendations made in 1972 by an internal Office of Education Task Force. The Task Force report documented discrimination against women throughout the nation's education system and made 33 recommendations for change in U.S. Office of Education practices. A follow-up report in 1975 found that little had been done to implement these recommendations. Because of internal reorganizations within the Education Division, changes in legislation, and changes in personnel, it became clear that simply tracing the original recommendations would not give an accurate picture of either accomplishments or needs. Therefore, the concept of the review was expanded to include a general analysis of what efforts the Education Division has made to improve opportunities for girls and women (with special attention given, where possible, to minority women) and of what obstacles to equality of the sexes remain. The 1972 report is the baseline against which progress is measured. These reports aim to identify key problems, describe exemplary efforts to promote sex fairness, and recommend practical changes in Education Division policy and practice that would improve equity for women. Sections deal with the sex fairness of communications, products developed and products disseminated by the Education Division. (Author)

WE 004 130

New Futures School: A Comprehensive Program for School–Age Parents.

Albuquerque Public Schools, N. Mex.

Pub Date—[70]

Note—21p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEOCT78; ED 154 328

Descriptors—Abortions, Child Rearing, Contraception, Counseling Goals, *Parenthood Education, *Pregnant Students, Program Descriptions, Secondary Education, *Special Schools, *Unwed Mothers

Identifiers—New Mexico (Albuquerque)

New Futures School is designed for any girl who is 13-19 years old; has a doctor's certificate of pregnancy; and has not yet graduated from high school. In the education area, traditional scheduling is used to minimize the effects of absenteeism. A special Infant Observation Center, a major program component serves as a babysitting facility, a training laboratory for all New Futures students, and an observation facility to help girls who are having problems caring for their babies. Health information services are offered both in groups and individually. A hot lunch and snacks are served as part of a total program of balanced nutrition. Counseling is available as often as desired. The school recognizes that crucial decisions must be made by girls while they are enrolled. These may include keeping the baby or releasing it for adoption; marrying or remaining single; continuing eduction or entering the job market. Continuous efforts are made to provide requisite learning and an atmosphere free from pressure in which such decisions can be made. (Author)

WE 004 131

Mathison, Marjorie A.

Curricular Interventions and Programming Innovations for the Reduction of Mathematics Anxiety.

Pub Date—Aug 77

Note—9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Data Base ID—RIEOCT78; ED 154 330

Descriptors—College Students, Instructional Innovation, *Intervention, *Mathematics Curriculum, Program Descriptions, *Program Planning, *Psychoeducational Processes, Student Teacher Relationship

Identifiers—*Mathematics Anxiety

Math anxiety, or mathophobia, is an irrational fear of mathematics which interferes with the manipulation of numbers. In mild forms it may be only an annoyance, but severe forms may result in total avoidance of numerical operations, with accompanying fears and stress. Three methods for dealing with math anxiety have been developed by various institutions across the country: remediation, content manipulation, and an integrated approach involving both math coursework and psychological intervention. Basic considerations in curricular interventions for math anxiety are: (1) population being served, including age and sex; (2) what institutional resources are available and how they can be structured; (3) faculty selection; and (4) sensitization of other math faculty within the institution. The third consideration is perhaps the most crucial, since faculty characteristics such as respect for students, clarity of explanation, and clear but flexible goals have been shown to have positive effects on student attitude. (Author/BP)

WE 004 132

Nelson, Audrey A.

Sex and Proxemics: An Annotated Bibliography.

Pub Date—Feb 78

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEOCT78; ED 154 454

Descriptors—*Annotated Bibliographies, *Body Language, *Kinesthetic Perception, Nonverbal Communication, Sex Differences, *Space Orientation

Identifiers—*Proxemics

This annotated bibliography focuses on the sex differences and similarities in two proxemic variables, physical distance and orientation of the body. The majority of the more than 90 titles, dating from 1965 to the present, are selected from the following sources: dissertation abstracts, social-psychology journals, communication journals, and unpublished papers. Tests that emphasize sex differences in proxemics are also cited. (MAI)

WE 004 133

Kempner, Ken And Others

The Documentation and Evaluation of a Social Change Project: Sex Equity in Educational Leadership.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—78

Note—28p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEOCT78; ED 154 516

Descriptors—Accountability, Change Agents, *Change Strategies, *Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), *Evaluation Methods, Federal Aid, Leadership Training, Sex Discrimination, Social Action, *Social Change

Identifiers—*Sex Equity in Educational Leadership

The Sex Equity in Educational Leadership (SEEL) project, funded by the Women's Educational Equity Act (WEEA) of the Office of Education, exists to develop and test strategies for correcting women's absence from administrative positions in Oregon's public schools. The strategies are intended to be usable by other state systems of education. Three characteristics of evaluating social action projects have guided the development of the evaluation methodology. The purpose of evaluation is to make judgments about the role of a program, product, or process. Second, the purpose of evaluation is to provide others with information to make decisions about what to do or not to do. The third characteristic is the combination of looking at the inward processes of a project and assessing the outward impact of a project. The description of inward processes is referred to as documentation and the assessment of the outward impact as evaluation. The report describes the SEEL project and the combination of documentation and evaluation being used. Then each method is described in detail and it is suggested that WEEA encourage common and systematic procedures for documenting and evaluating large-scale social action projects. (Author/MLF)

WE 004 134

Verheyden-Hilliard, Mary Ellen And Others

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools.

National Organization for Women, Washington, D.C. Legal Defense and Education Fund.

Spons Agency—Rockefeller Family Fund, Inc., New York, N.Y.

Pub Date—78

Note—138p.

Available from—PEER, 1029 Vermont Avenue, N.W., Washington, D.C. 20005 ($3.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 154 539

Descriptors—Athletics, *Change Strategies, Counseling, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, Federal Regulation, Grievance Procedures, Higher Education, Physical Education, Pregnant Students, Racial Discrimination, *School Policy, *Sex Discrimination, Sex Role, Sex Stereotypes, Vocational Education

Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

A kit for parents and citizens' action groups who want to check up on Title IX progress in their local schools and to press for needed changes, gives information about the laws, detailed guidelines for finding the necessary information, strategies for change, and an annotated bibliography. Step-by-step instructions of how to review schools are followed by review guides that suggest questions to help find out what is happening in each area of school practices and programs where discrimination is likely to occur. Each guide contains a perspective that provides some background on the topic area; highlights on key discriminatory practices in each area; and review points with questions to be asked, where to ask them, and how to interpret some of the answers received. A Title IX primer shows the exact wording of the Final Regulation for Title IX. The regulation has the force of law and incorporates all the provisions of Title IX along with official interpretations of those provisions. Immediately following the regulation is the original language of Title IX. Aligned on the right side of the pages is an expansion and explanation of the legal language of the regulation. (Author/MLF)

WE 004 135

Gray, Tracy C.

A Bicultural Approach to the Issue of Achievement Motivation.

Pub Date—Apr 78

Note—29p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEOCT78; ED 154 638

Descriptors—Acculturation, *Achievement Need, Anglo Americans, *Biculturalism, Bilingual Education, Bilingualism, *Cross Cultural Studies, Cultural Background, Cultural Differences, *Cultural Factors, Elementary Education, Elementary School Students, Ethnic Groups, Ethnicity, Language Dominance, Language Research, Language Role, Language Usage, *Mexican Americans, *Motivation, Psychological Needs, Psychological Patterns, Sex Differences, Sex Role, Social Factors, Social Influences, Sociocultural Patterns, Sociolinguistics, Student Motivation

The literature emphasizes that achievement motivation depends on a generalized desire to accomplish a given task; it does not deal with the issue of whether or not a culture values the appropriate behavior. This study investigated possible cultural and sex differences in achievement motivation from a bicultural perspective. This research: (1) examined and compared the incentive for achievement motivation of 480 fourth and sixth grade Mexican-American and Anglo-American students in three diverse school districts in California; and, (2) examined the relationship between language dominance as a possible indicator of acculturation and mode of achievement motivation. The results indicated a statistically significant difference between Mexican Americans and Anglo Americans and between males and females in mode of achievement motivation. Unexpectedly, in the academic setting, Anglo-American females showed a relatively lower need to achieve for self than Mexican-American females. The results from the language usage assessment indicated that sex was a more reliable predictor of achievement motivation than language dominance. The educational implications of this study are discussed. (Author/AMH)

WE 004 136

Project WELD. Women's Education: Learning and Doing. A Final Report.

Formative Evaluation Research Associates, Ann Arbor, Mich.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date—Jun 77
Note—69p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEOCT78; ED 154 647
Descriptors—Coeducation, *Educational Alternatives, *Internship Programs, Participant Satisfaction, Program Evaluation, *Skill Development, Surveys, *Womens Education, *Womens Studies
Identifiers—Cedar Crest College PA, Everywomens Center (University of Massachusetts), Mount Holyoke College MA, Mount Vernon College DC, Wellesley College MA, Wells College NY, Westbrook Junior College ME, Womens Center (University of Minnesota), Womens Colleges

A project was undertaken to provide information about three types of education options available to undergraduate women: internships, women's studies classes, and skills development classes or workshops. Eight schools participated in the study: Wellesley College, Mt. Holyoke College, Cedar Crest College, Wells College, Westbrook College, Mt. Vernon College, Everywomen's Center at the University of Massachusetts, and the Women's Center at the University of Minnesota. A number of questions were addressed by the study: Why did students choose these experiences?; What did the various programs offer to students?; What are the differences between single-sex colleges and coed universities?; What is the impact of the programs?; Were students satisfied, and what improvements would they offer?; Did these experiences relate to students' future roles?; and Did these students feel their institutions could be improved as schools for women? (MSE)

WE 004 137

Brown, George H.
Doctoral Degree Awards to Women.
National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-78-336A
Pub Date—78
Note—14p.
Available from—National Center for Education Statistics, Education Division, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEOCT78; ED 154 676
Descriptors—Degrees (Titles), *Doctoral Degrees, *Females, Graduate Study, Higher Education, Intellectual Disciplines, National Surveys, Statistical Data, Tables (Data), Trend Analysis, Units of Study, *Womens Education

The report is a sequel to an earlier report on doctoral awards to men and women since 1970-71, the focuses on the first and last years of the study, 1970-71 and 1975-76. The increase in women's representation among doctoral degree recipients has been steady over those six years, rising from 14.3 percent to 22.9 percent. While the numbers of degrees awarded to women climbed, the number for men actually decreased during that time. Data are presented for field of study, giving numbers and percentages of women recipients for the two years in question, and giving percentage gains. (MSE)

WE 004 138

Gilford, Dorothy M.
Doctorate Recipients from United States Universities. Summary Report 1977.
National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Contract—NSF-C310
Pub Date—Feb 78
Note—38p.
Available from—National Academy of Sciences - National Research Council, Commission on Human Resources, Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEOCT78; ED 154 679
Descriptors—Annual Reports, Chemistry, Classical Literature, College Majors, Degrees (Titles), *Doctoral Degrees, Engineering, Entomology, Females, Geography, German, Graduate Study, Higher Education, Mathematics, National Surveys, Physics, Post Doctoral Education, Statistical Data, Tables (Data), *Trend Analysis, Zoology

A brief summary of data gathered from the Survey of Earned Doctorates during the academic year 1976-1977 is presented in this, the eleventh in a series of yearly summaries of data, a series that began in 1967. Data was obtained from questionnaires filled out by the graduates as they completed all requirements for their doctoral degrees, and refers to doctorates earned during the period July 1, 1976 to June 30, 1977, exclusive of professional degrees such as the M.D., D.D.S. and D.V.M. Statistics show that the 31,672 doctorates awarded by U.S. universities in 1977 was a 3.8 percent decrease from the 1976 figure of 32,936. In an analysis of 10 selected fields, graduate programs in mathematics, physics, chemistry, electrical engineering, zoology, and German rated as distinguished in earlier studies showed smaller percentage decrease in numbers of Ph.D.'s than programs with lower ratings. This was not true in mechanical engineering, entomology, geography and the classics. The number of doctorates awarded to men decreased by 5.6 percent from 25,253 in 1976 to 23,827 in 1977 while the number of doctorates awarded to women increased by 2.1 percent from 7,683 in 1976 to 7,845. It is also shown that the proportion of Ph.D.'s still seeking postdoctoral study at time of Ph.D. increased from 4.4 percent in 1976 to 4.8 percent in 1977 and the proportion of Ph.D.'s still seeking employment at time of Ph.D. in 1977 was 21.3 percent, unchanged from 1976. (SPG)

WE 004 139

Dube, W. F.
Descriptive Study of Enrolled Medical Students, 1976–77. Final Report.
Association of American Medical Colleges, Washington, D. C.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Contract—231-76-0011
Pub Date—Feb 78
Note—123p.
Available from—Association of American Medical Colleges, One Dupont Circle, N.W., Washington, D.C. 20036
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Data Base ID—RIEOCT78; ED 154 684
Descriptors—Academic Ability, Degrees (Titles), Demography, Enrollment Rate, Family Income, Females, Higher Education, Medical Schools, *Medical Students, Parental Background, Racial Composition, Socioeconomic Status, Statistical Data, *Student Characteristics

The overall composition of medical student enrollments and the distribution of their academic and demographic characteristics in 1976-1977 is examined and described. Most enrollment totals and background variables are presented by class level (first, intermediate, and final years) and type of control of medical school (public or private). It is shown that in 1976-1977, the nation's 116 medical schools enrolled a record high of 58,000 students, a gain of 4 percent over 1975-1976. Differences in class compositions by sex between 1976-1977 freshmen and seniors showed proportionally more first-year than final-year women (25 versus 19 percent) and proportionally more final year than first-year men (82 versus 75 percent). About 90 percent of all 1976-1977 medical students held at least a bachelor's degree, 7 percent also had master's degrees, and 2 percent doctorates. Eighty-five percent of all 1976-1977 medical students were white/Caucasian and 15 percent described themselves as minorities. Parental income reports reflected an upward trend and more than two-thirds (68 percent) of the fathers of all 1976-1977 medical students had professional/-managerial occupations. The appendix contains tables showing the percentage distribution of U.S. medical students by selected variables and racial/ethnic categories, by control of school, 1976-1977 and distribution of medical students by selected variables, 1975-1976 versus 1976-1977. (SPG)

WE 004 140

Froschl, Merle Williamson, Jane
Feminist Resources for Schools and Colleges: A Guide to Curricular Materials. Revised Edition.
State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.
Pub Date—77
Note—73p.
Available from—Feminist Press, Box 334, Old Westbury, New York 11568
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEOCT78; ED 154 809
Descriptors—*Annotated Bibliographies, Books, Early Childhood Education, *Educational Resources, Elementary Secondary Education, *Feminism, Higher Education, *Nondiscriminatory Education, *Sex Fairness

This resource listing is a selective annotated bibliography of nonsexist books, pamphlets, articles, and other materials for teachers, students, librarians, and parents. The five major divisions represented in the bibliography are: Overview, Preschool and Elementary Education, Secondary Education, Higher Education, and Sources for Further Information. The Overview section begins with basic readings on consciousness-raising and feminist theory; five other categories within the section are Book Studies, For the Counselor, Law, Sports, and Strategies for Change. The next three sections, organized according to educational level, are each divided into Readings and Curriculum. The final section includes general and education bibliographies, a guide to nonprint resources, organizations active in eliminating sex discrimination in the schools, newsletters and journals, and publisher/book distributors. Entries in each section are arranged alphabetically by author, followed by title, imprint and/or source of availability, date of publication, and brief annotation. This is a revised listing of the first edition published in 1973. (Author/JPF)

WE 004 141

Elledge, Muriel K.
The Development of Guidelines for Community College Peer Group Counseling Evolving From a Study of Programs for Adult Re-Entry Women.
Pub Date—78
Note—145p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Data Base ID—RIEOCT78; ED 154 853
Descriptors—Adult Students, Community Colleges, Counseling Programs, Developmental Guidance, Developmental Programs, *Females, Junior Colleges, Literature Reviews, Locus of Control, *Peer Counseling, Self Actualization, *Self Concept, Womens Education
Identifiers—Brevard Community College FL, *Reentry Students, *Womens Education Development Incentive Program

The effectiveness of peer group counseling on self-concept among adult re-entry women in Women's Education Development Incentive (WENDI) programs and other related programs was studied to develop a set of guidelines for community college peer group counseling. The study involved using the Adult Nowicke-Strickland Internal-External Scale for pre- and post-assessment of seven WENDI counseling classes; use of Skinner's positive reinforcement learning strategies by peer facilitators in the classes; interviewing four WENDI staff personnel at Brevard Community College; on-site visits to women's programs at Phoenix and Mesa Community Colleges; interviewing counselors from two Comprehensive Education and Training Act (CETA) funded women's programs; interviewing members of one WENDI class using the nominal group process technique; comprehensively reviewing related literature; and establishing an Institutional Development Team composed of Brevard staff members. Data analysis demonstrated no significant difference from externality to internality among WENDI members at the end of the course. However, there was a positive class mean shift from externality to internality. The interviews and literature review indicated self-concept and internality were enhanced by peer group counseling, suggesting that the WENDI model can be effectively transferred to other community college high risk student target areas. (TR)

WE 004 142

Whitaker, Linda A.
Course Plan for Women's Health.
Pub Date—8 May 78
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEOCT78; ED 154 856
Descriptors—Community Colleges, Course Content, Course Objectives, Course Organization, Curriculum Guides, Evening Classes, *Females, *Health Education, Junior Colleges, Program Design, *Womens Studies

In view of women's misconceptions about their bodies, their sexuality, their mental health, and the health care system, this three-credit evening community college course on women's health needs and concerns was designed. Course objectives include recording and analyzing the effects of nutrition, sleep, exercise, and stress on various body functions; identifying illness risk factors; developing a personal health maintenance plan; discussing the changes relative to both the reproductive and later years of life; presenting an informed consumer rights position according to health care system responsibilities; and identifying, evaluating, and selecting local health resources and alternatives to traditional care. Course activities include class lectures, discussions, and hand-outs, films, panels and guest speakers, practical health maintenance exercises, role playing, reading assignments, and a term paper. Also included is a course calendar, with the topic for each meeting and the corresponding reading assignment, divided into four units: getting to know yourself, basic health maintenance, celebrating the life cycle, and you and the health care system. Development of unit topics is discussed in terms of objectives, teaching aids and strategies, student activities, and class assignments. A sample final exam is appended. (TR)

WE 004 143

Steiner, Peter E.
Report of Special Panel on Intercollegiate Athletics at Olympic College.
Olympic Coll., Bremerton, Wash.
Pub Date—Feb 77
Note—48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEOCT78; ED 154 894
Descriptors—*Athletic Programs, Community Colleges, Financial Support, Junior Colleges, Junior College Students, Physical Education Facilities, Publicize, School Community Relationship, *School Policy, School Surveys, Student Attitudes, Student Interests, Student Recruitment, Womens Athletics
Identifiers—Educational Amendments 1972 Title IX, Olympic College WA, *Title IX Education Amendments 1972

This report was compiled to insure compliance with current Board of Trustees' and Title IX guidelines relative to intercollegiate athletics; to report the status of athletic facilities and funding, student athletic recruitment, and athletics staffing; and to determine the desired scope, standards, and emphasis of the college's athletic program. To those ends, the Special Panel on Intercollegiate Athletics at Olympic College examined the college's win/loss record for the previous five years, the academic performance of students in four sports, the implications of Title IX requirements, student interest in and participation in various sports, school-by-school sports offerings in Washington, the literature on collegiate athletics, and the opinions of several out-of-state experts in the field. Study findings indicated college teams had win/loss records above .500 in 23, at .500 in 3, and below .500 in 15 instances; students in football and men's basketball exhibited low grades, light academic loads, and frequent dropping out; students in volleyball and women's basketball showed high grades, normal academic loads, and high retention. Panel recommendations, the president's response, questionnaire responses of students and student-athletes, Title IX recommendations, and a bibliography are included. (TR)

WE 004 144

Parker, Garland G.
Collegiate Enrollments in American 2–Year Institutions, 1977–78; Statistics, Interpretations and Trends. ACT Special Report Twenty–four.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date—78
Note—58p.
Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 ($2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEOCT78; ED 154 900
Descriptors—College Faculty, *College Freshmen, Community Colleges, Enrollment, *Enrollment Trends, Females, *Junior Colleges, Males, Part Time Students, Post Secondary Education, *Private Colleges, Proprietary Schools, Statistical Data, *Technical Institutes, Vocational Education

This report compiles 1977-78 enrollment information for 1,006 two-year postsecondary institutions, including accredited junior and community colleges, multipurpose, technical, and/or vocational schools and institutes, university branch campuses, and proprietary schools. During 1977-78, total enrollment for reporting institutions was 3,336,413, a rise of 2.7% over the previous year. Full-time enrollment declined 1.8%, while part-time enrollment increased sharply from 3.7% in 1976-77 to 6.2% in 1977-78. Full-time students represented 41.6% of the collegiate headcount and 68.1% of the full-time equivalent enrollment. Female enrollment continued to grow from 48.6% in 1976-77 to 51.5% in 1977-78. Six tables, constituting the bulk of the report, break down enrollment data by institution, institution type (public, church-affiliated, proprietary, or independent), geographical region, state, sex, full-time student enrollment, and full-time and total teaching staff. The introductory narrative summarizes enrollment trends and provides a brief look at the future. (TR)

WE 004 145

Morfield, Sheila
Non–Sexist Learning and Teaching with Young Children.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—78
Note—54p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Data Base ID—RIEOCT78; ED 154 932
Descriptors—Art Activities, Group Activities, Learning Activities, Music Activities, *Nondiscriminatory Education, Physical Activities, Primary Education, Resource Materials, *Sex Fairness, Sex Role, Teaching Guides

This brief teaching guide provides sex-fair activities for use in grades PS-3. Activities suggested cover five areas: (1) feelings (the need to be able to express feelings regardless of sex), (2) non-sexist behavior (encouraging children to behave according to their needs and desires rather than according to sex role expectations), (3) body movement (helping both boys and girls develop their physical capabilities and enjoy physical activities), (4) working (making children aware that work should not be related to sex), and (5) women in history (making children aware of the contributions of women). The kinds of activities suggested include group discussion, field study, puppetry, role playing, singing and reading books and magazines. The guide includes a 13-page annotated bibliography of non-sexist books, records and films for children, and a shorter annotated bibliography of non-sexist resources for teachers. (CM)

WE 004 146

Petersen, Anne C. And Others
Self–Image and Its Correlates Among Rural High School Youth.
Pub Date—Mar 78
Note—14p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Data Base ID—RIEOCT78; ED 154 960
Descriptors—Aspiration, Body Image, Family Background, High School Students, Individual Characteristics, Personal Adjustment, Psychological Characteristics, *Rural Youth, School Size, *Self Concept, Self Concept Tests, Self Congruence, *Self Esteem, Sex Differences, *Student Attitudes
Identifiers—United States (Midwest)

Using the Offer Self-Image Questionnaire (OSIQ), the study examined the self-image of rural high school youth. The primary subjects were 127 randomly selected students from a rural community high school. The community was predominantly white and middle-class. A second rural sample consisted of 42 students selected from 3 tiny country schools from another midwestern state. A self-descriptive personality test of adjustment, the OSIQ measured adjustment in 11 areas representing important aspects of the teenager's psychological world: impulse control, emotional tone, body- and self-image, social relations, morals, sex attitudes, family relations, external mastery, vocational and educational goals, psychopathology, and superior adjustment. Each item consisted of a statement with 6-option Likert-type response scale. Also studied were school size, parental education and occupation, sibling age and sex, and adolescents' sex, age, occupational and educational aspirations, religiosity, and attitudes toward women. Findings included: youth from the large consolidated school showed lower self-images than youth attending the small country schools; younger youth frequently showed lower self-image on body- and self-image, vocational and educational goals, and sex attitudes; girls felt better about themselves than did boys on items measuring morals, while the reverse sex effect held for emotional tone, body- and self-image, and psychopathology. (NQ)

WE 004 147

Hendel, Darwin D.
Evaluation of Mathematics Anxiety Programs.
Pub Date—Aug 77
Note—22p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEOCT78; ED 155 009
Descriptors—College Mathematics, College Students, *Evaluation Criteria, *Females, Higher Education, Mathematics Education, *Program Evaluation, Student Problems
Identifiers—American Psychological Association, *Mathematics Anxiety

This paper, presented at the eighty-fifth Annual Convention of the American Psychological Association, examines the potential contribution of systematic evaluation of mathematics anxiety programs, outlines some important considerations in evaluating these programs, and presents illustrative data concerning the effectiveness of various components of a mathematics anxiety program designed especially for adult women who are returning to college. The initial pool of subjects for the study were the sixty-nine females participating in the Mathematics Anxiety Program (only two males participated). The program consisted of a diagnostic clinic, special mathematics instruction, and a support group. Results suggested that the most effective intervention strategy may be one which deals with the affective component and another which focuses on the cognitive aspect of the problem. (MN)

WE 004 148

Lantz, Alma West, Anita S.

An Impact Analysis of Sponsored Projects to Increase the Participation of Women in Careers in Science and Technology (Full Report). Final Technical Report.

Denver Univ., Colo. Research Inst.

Spons Agency—National Science Foundation, Washington, D.C.

Contract—NSF-C-1053

Pub Date—30 Jan 77

Note—221p.; For a related document, see ED 130 840; For an abbreviated version of this document, see ED 151 202 or NTIS, PB-278 327/2ST

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 155 033

Descriptors—*Career Opportunities, Job Market, Minority Role, *Science Careers, *Scientists, Working Women

Identifiers—National Science Foundation, *Nontraditional Career Choice

This document presents the complete report of the evaluation of eleven experimental projects funded by the National Science Foundation (NSF) in FY 1974-75 to increase the number of women engaged in science-related careers. The report includes a description of the evaluation methods used, difficulties encountered in making the evaluations, the design and synopsis of each project, reports of primary outcomes and materials produced by each project, project costs, comparative assessment of projects, and an overall evaluation with conclusions and recommendations. Recommendations include improving the quality of research in this area, coordinating research activities, continuing experimental activities including specific projects for minority women, and dissemination of developed materials. (SL)

WE 004 149

DeAngelo, Lois Garcia, Bernice

The Employable Woman Conference Report.

Montgomery County Commission for Women, Rockville, Md.

Pub Date—77

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Data Base ID—RIEOCT78; ED 155 086

Descriptors—Conference Reports, Employment Opportunities, Employment Patterns, *Employment Problems, Equal Opportunities (Jobs), *Females, Job Market, Sex Discrimination, Work Attitudes, *Working Women

Identifiers—Maryland (Montgomery County)

The conference proceedings relating to employment status and employment-related problems of women in general, and Montgomery County, Maryland, specifically, are highlighted in this report. The purpose of the conference was to establish a solid base for an on-going dialogue with educators, personnel experts, and affirmative action officers in the area. Three panels focusing on three major areas made up the conference. Panels were titled: The Re-entry Woman; The College Graduate; and Nontraditional Employment. Subjects covered within each of the panels were planned with the idea of integrating information about some of the major elements impacting on employment issues. The bulk of the conference report contains brief statements and quotations from the various panelists who represented a wide variety of careers, including investment, employment services, education, real estate, the media, and large personnel systems. (Author/JR)

WE 004 150

The Creative Woman: A Report of the Committee on the Arts and Humanities.

National Commission on the Observance of International Women's Year, Washington, D.C.

Pub Date—Apr 76

Note—58p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 040-000-00368-1, $0.90, paper cover)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Data Base ID—RIEOCT78; ED 155 098

Descriptors—Affirmative Action, Architecture, *Equal Opportunities (Jobs), *Females, Feminism, *Fine Arts, Foundation Programs, Government Role, Higher Education, *Humanities, Librarians, Museums, Music, Sex Role, Sex Stereotypes, *Theater Arts, Working Women

Identifiers—*Status of Women

This monograph presents a report on the status of women in the arts and humanities. The report points out the inequities and sex discrimination widespread in the field. Inequities occur in salary, opportunity of employment, and advancement to higher positions. The study was prepared by a Committee on the Arts and Humanities designated by the National Commission for the Observance of International Women's Year. Information was gathered from four major sources: (1) testimony in seven hearings before the Commission; (2) women working in the arts and humanities; (3) selected survey of private foundations; and (4) selective public members with specific and general knowledge of the field. Information in the report addresses itself to the creative and performing arts, architecture, cultural institutions such as libraries and museums, private foundations, teachers of the arts and humanities, and the government. The Committee recommended that women be appointed to managerial, administrative, and policymaking posts in cultural institutions; grant-awarding panels be more equitably comprised of men and women; blind judging be instituted for all candidates for art and humanities awards, fellowships, exhibitions, and employment; and radio and television industries correct the pervasive under-representation of women in prime-time roles and commercials. An appendix lists members of the Arts and Humanities Committee, guest panelists at the Committee Hearings, and recommendations of the Committee. A bibliography is included. (JR)

WE 004 151

Johnson, Beverly L. Hayghe, Howard

Marital and Family Characteristics of the Labor Force in March 1976. Special Labor Force Report 206.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—Jun 77

Note—56p.

Available from—U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. 20212 (free, limited supply)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Data Base ID—RIEOCT78; ED 155 102

Descriptors—Blacks, Caucasians, Census Figures, Comparative Analysis, Data Analysis, Family Characteristics, *Family Income, Females, Incidence, *Labor Force, Marital Status, *Minority Groups, National Surveys, One Parent Family, Participation, Spanish Americans, Tables (Data), *Trend Analysis, Working Parents, *Working Women

Based on information from supplementary questions in the March 1976 Current Population Survey, the report presents data which indicate that women are contributing increasingly to family incomes. Analysis of the information reveals that the marital composition of the American labor force has changed significantly since 1970. A rapidly growing youth population, high divorce rates, and a decline in labor force participation rates for married men account for the changes. In 1976, 14.9 million mothers with children under 18 were in the labor force. This participation was strongly influenced by education level, husband's income, and presence of children. Divorced mothers were more likely to work than other mothers, and never-married mothers were most likely to be unemployed. Many working wives with children did not work year round, full time. Black married mothers were more likely to work outside the home than whites, and the black wives contributed a greater proportion to family income than whites did. The labor force participation rate of married Hispanic women was nearly equal to that of white wives, but Hispanic husbands' participation rates were higher than blacks or whites. The bulk of the report contains tables of statistics. (Author/AV)

WE 004 152

Reilly, Mary Ellen Bouvier, Leon F.

Women in American Society: A Historical and Demographic Profile. Population Profiles, Unit No. 15.

Center for Information on America, Washington, Conn.

Spons Agency—Commonwealth Fund, New York, N.Y.; Population Council, New York, N.Y.

Pub Date—76

Note—8p.

Available from—Center for Information on America, Washington, Connecticut 06793 ($0.50, paper cover)

Data Base ID—RIEOCT78; ED 155 113

Descriptors—Comparative Analysis, *Educational Opportunities, *Employment Patterns, Females, Higher Education, Salaries, Sex Discrimination, Sex Role, Social History, *Trend Analysis, *Working Women

An historical and contemporary analysis of the role of women in American society is presented. Specifically, the report considers women's involvement in the labor force. During the colonial period, most women worked in the home, producing cloth, clothing, shoes, and food. With the development of the textile industry, women obtained jobs in factories. The female laborers received lower wages than men and worked longer hours. Higher education became available to women in 1833. During periods of war (Civil War, World War I, World War II), women gained access to factory work and other jobs. The proportion of women working has increased steadily since World War II. Most startling is the increase in numbers of married women who work. The percentage has risen from 12.5% in 1940 to 39.6% in 1970. However, of the total population of working women, proportionately fewer women hold professional positions now than they did in 1950. Reasons for the increased numbers of women in the labor force include low fertility rates, higher levels of educational attainment, and improved standards of living. In terms of education, more women attend college today than in previous generations, but the proportion of women to men in college remains the same. This is because even greater numbers of men are attending college. Future prospects indicate that traditional sex roles will continue to change, maintaining women's participation in the labor force and increasing men's participation in child-rearing and sharing domestic tasks. (AV)

WE 004 153

To Provide Educational Equity for Women. Third Annual Report, 1977.

National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date—Mar 78
Note—37p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.60, paper cover)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEOCT78; ED 155 120
Descriptors—*Advisory Committees, Annual Reports, Career Education, Educational Programs, *Equal Education, Federal Government, *Females, Nondiscriminatory Education, Rural Population, Sex Discrimination, Sex Role, *Womens Education
Identifiers—*Womens Educational Equity Act

The major activities of the National Advisory Council on Women's Educational Programs during 1977 are recorded in this report. The National Advisory Council on Women's Educational Programs was developed as part of the 1974 Women's Educational Equity Act (WEEA). The Council is mandated to advise the Assistant Secretary for Education on the improvement of educational equity for women and to advise the Commissioner of Education regarding the administration of the Women's Educational Equity Act. The work of the Council during 1977 is highlighted. It aimed to (1) evaluate the WEAA program; (2) provide consultation to government and private sectors relating to women's equity; (3) report on improving educational equity for rural women and girls; (4) make recommendations concerning the elimination of sex bias and stereotyping from career education; (5) reorganization of the Education Division of HEW; (6) review the current status of women's studies programs in the United States; (7) examine Title IX enforcements by over twenty Federal agencies and departments; (8) study the special educational needs of displaced homemakers, single parents, and older women; and (9) make recommendations on legislative and regulatory acts. Several appendices conclude the report. (Author/JR)

WE 004 154

Commissions for Women: Participation of Racial and Ethnic Minority Women in Membership and Program Activities.

Women's Bureau (DOL), Washington, D.C.
Pub Date—77
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEOCT78; ED 155 127
Descriptors—Affirmative Action, *Citizen Participation, *Community Agencies (Public), *Ethnic Status, Females, *Feminism, Minority Groups, *Minority Role, Needs Assessment, Program Development, Questionnaires, Racial Composition, *Social Integration, State Agencies

The results of a survey of existing membership and program practices of all active commissions for women conducted by the National Association of Commissions for Women (NACW) are summarized. The three-part survey was the NACW's first step in encouraging and promoting appointments of racial and ethnic minority women to local and state women's commissions. Part one, presenting the ethnic and racial membership composition of current state, county, and municipal commissions, indicates that of the 64 responding commissions, minority women composed about 20% of the membership. Geographic influences on commission membership are also briefly noted. Part two of the survey sought information about general program activities of the commissions. A list of responses, showing the relative frequency with which each activity was reported, indicates that "employment" and "women and the law" were most frequently reported, and "housing" was least. The last part of the survey asked specifically for a brief description of past, present, or planned activities affecting racial and ethnic minority women. Seven of the most frequently reported activities are mentioned along with the states, counties, and municipalities involved in each. A number of special comments taken from the questionnaires concludes the survey summary. Appendices include a copy of the questionnaire, a cover letter distributed with the questionnaire, and a list of currently active state, county, and municipal commissions. (BC)

WE 004 155

Alden, Elaine And Others.

An Examination of the Sex Bias of Student Teachers.

Pub Date—[77]
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEOCT78; ED 155 142
Descriptors—*Discriminatory Attitudes (Social), Higher Education, *Sex Stereotypes, *Student Teachers, Surveys
Identifiers—*Sex Bias

In an effort to determine the extent of sex bias and sex-role stereotyping in the attitudes and awareness of student teachers, a 50-item questionnaire was developed and tested. Five general areas of sex bias were investigated: (l) career and the world of work; (2) family and home management; (3) education; (4) sports and health; and (5) male/female relationships. One hundred thirty-nine Southern Illinois University (Carbondale) students enrolled in 1977 student teaching completed the questionnaire. Interpretation of responses indicated that male subjects' response patterns were more supportive of stereotyped sex roles than were females' responses and that secondary education teacher trainees exhibited greater sex stereotyping than elementary education teacher trainees. A third comparison, between the scores of whites and nonwhites, was inconclusive due to the small sample size for nonwhites (6 out of 139). (MJB)

WE 004 156

Schmid, Andrea Bodo Drury, Blanche Jessen

Gymnastics for Women. Fourth Edition.

Pub Date—77
Note—396p.
Available from—Mayfield Publishing Company, 285 Hamilton Avenue, Palo Alto, California 94301 ($9.95)
Data Base ID—RIEOCT78; ED 155 162
Descriptors—Curriculum Design, Dance, Exercise (Physiology), *Gymnastics, *Movement Education, Muscular Strength, *Physical Education, Physical Fitness, *Womens Athletics

The purpose of this book is to bring together in one volume the information necessary for a complete gymnastics program for women. It is divided into four major sections. Part one deals with conditioning the body, the importance of dance, and a short history of women's gymnastics. Part two covers the techniques and equipment for modern rhythmic gymnastics. In part three the methods of teaching artistic gymnastics, tumbling, and trampoline are outlined. The final section discusses gymnastics curriculum, demonstrations, meets, and judging. The book is illustrated with line drawings of the movements under discussion. (JD)

WE 004 157

Sackmary, Benjamin Hedrick, Hannah

Assessment of the Experiential Learning of Women for College Credit in the Area of Women's Studies. (Preliminary Working Draft.)

Pub Date—Oct 77
Note—50p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEOCT78; ED 155 208
Descriptors—Academic Records, *College Credits, College Programs, Course Descriptions, *Evaluation Criteria, Evaluation Methods, *Experiential Learning, Females, Guidelines, Higher Education, *Portfolios (Background Materials), Program Descriptions, Student Application, *Womens Studies

While much experiential learning (EL) may possess a potential for credit in the area of Women's Studies, such learning is not usually identified as Women's Studies or awarded credit in that area. This paper provides materials that will serve as a set of preliminary guidelines for the development of assessment criteria by which women may receive college credit for EL applicable to Women's Studies. The paper presents general standards for the assessment of EL: statements of the goals of Women's Studies programs; descriptions of specific Women's Studies courses at 31 different colleges; and information relevant to the assessment of EL. Also included are sample portfolio materials representative of the actual experiences of five women. (Author/BW)

WE 004 158

Fetters, William B And Others

Fulfillment of Short-Term Educational Plans and Continuance in Education. National Longitudinal Study of High School Seniors.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.—NCES-77-255
Pub Date—77
Note—48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Data Base ID—RIEOCT78; ED 155 222
Descriptors—*Academic Aspiration, *Attendance Patterns, Enrollment Influences, Graduate Surveys, High School Graduates, Longitudinal Studies, National Surveys, Occupational Aspiration, *Persistence, Post Secondary Education, Research Methodology, Statistical Data, Student Employment, Work Experience
Identifiers—*National Longitudinal Study High School Class 1972

The National Longitudinal Study of the High School Class of 1972 (NLS) is periodically surveying a large national sample to chart their educational, vocational, and personal development and to relate this information to earlier experiences, plans, and personal characteristics. This report describes the class in terms of the short-term post secondary education plans they had while in high school, the fulfillment of those plans the following fall (October 1972), and the extent to which those who began a post secondary education in October 1972 were continuing this education one year later. Sixty percent of the class planned to attend a post secondary education institution; 53 percent actually attended a college or school in October 1972; and one year later the figure was 46 percent. Of the seniors not planning to attend school, very few actually attended a post secondary institution the following fall. Four-year college continuance rates were very high, but continuance rates for those attending two-year colleges or vocational-technical schools were lower. Very few respondents made transitions from a non-post secondary education activity to post secondary education between October 1972 and October 1973. In October 1972, 40 percent had jobs while attending post secondary institutions. The data are presented according to six variables: high school curriculum, academic ability, socioeconomic status, race or ethnic group, sex and geographic region. (Author/BW)

WE 004 159

Contacts and Conflicts; The Asian Immigration Experience.

California Univ., Los Angeles. Asian American Studies Center.
Pub Date—Sep 75
Note—46p.
Available from—Asian American Studies Publications, University of California, 3232 Campbell Hall, Los Angeles, California 90024 ($3.00)

Data Base ID—RIEOCT78; ED 155 230
Descriptors—*Asian Americans, Chinese Americans, Cultural Background, Cultural Enrichment, Curriculum Guides, *Ethnic Status, Females, Filipino Americans, Historical Reviews, *Immigrants, Japanese Americans, Korean Americans, *Racial Discrimination, Samoan Americans

In this curriculum guide to the Asian immigration experience, the topics discussed include: major immigration periods, early contributions of Asian immigrants, Chinese immigration, Japanese immigration, Filipino immigration, Korean immigration, early Asian women in America, Asian immigration to Hawaii, anti-Asian hostility, the exploitation of Asian farm workers, Asian war brides, recent trends in immigration, Samoan immigration, a recent immigration chart, and personal annecdotes and letters. The guide attempts to show that despite the hardships confronted in America, Asians contributed to the building of our society. Chinese immigrants proved to be indispensable in the completion of the transcontinental railroad in 1869. Japanese immigrants on the West Coast who entered the agricultural field helped to develop orchards, vineyards, and gardens on land that was either not used or in poor usage. The labor of Filipino immigrants in the 1920's and 1930's replaced that of the Chinese and Japanese laborers. Asians continue to play a significant social role in America today. Asians have progressed so much that they constitute a "success story" in the view of some people. Others note that economic discrimination against Asians exists and that while anti-Asian racism is subtle, it is very real. (Author/AM)

WE 004 160

Stake, Jayne E.
Success and Failure: Factors in Female Aspiration Behavior.
Pub Date—[76]
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEOCT78; ED 155 245
Descriptors—*Academic Aspiration, College Students, Failure Factors, *Females, *Goal Orientation, Models, *Occupational Aspiration, *Success Factors

On the basis of evidence showing the effect of failure on males and mixed sex groups and on the basis of Horner's theory regarding the effect of success on females, it was hypothesized in this study that both success and failure feedback would disrupt female goal setting, and lead to less positive affect. Seventy-five female undergraduates were assigned to an experimental program in which they received failure, success, or neutral feedback with regard to their performance on a digit symbol task. Contrary to prediction, success subjects set more realistic goals than control subjects and did not indicate less positive affect than controls. Also, failure subjects set less realistic goals, felt less confident about reading their goals, and felt worse about their performance than did success subjects. These findings indicate that reactions to failure, but not reactions to success, interfered with female aspiration behavior. Rather than continuing to search out evidence for fear of success, it is concluded that greater attention should be given to factors, specific to women, that are associated with failure and fears of failure. Possible factors include lower expectations for occupational success and lack of defensiveness against negative feelings aroused by failure. (Author/AM)

WE 004 161

Anyone's Guide to Filing a Title IX Complaint.
National Organization for Women, Washington, D.C. Legal Defense and Education Fund.
Pub Date—Mar 78
Note—5p.
Available from—PEER, Project on Equal Education Rights, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005 (n.c.)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEOCT78; ED 155 255
Descriptors—*Civil Rights, *Equal Education, *Equal Opportunities (Jobs), Females, *Guidelines, Reference Materials, Resource Materials, Sex Discrimination
Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

Discriminatory treatment based on sex by schools, colleges, and other institutions receiving Federal education aid is illegal in the United States according to Title IX of the Education Amendments of 1972. This brochure provides a practical guide to filing a Title IX complaint. A list of addresses where Title IX complaints can be filed is included. (Author/AM)

WE 004 162

Robbins, Natalie
Sex Equity in Education. A Reference Sampler.
Columbia Univ., New York, N.Y. General Assistance Center for Equal Educational Opportunity.
Pub Date—[77]
Note—20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Data Base ID—RIEOCT78; ED 155 257
Descriptors—Academic Achievement, *Changing Attitudes, Females, School Role, Self Esteem, *Socialization, *Teacher Role
Identifiers—*Title IX Education Amendments 1972, Sex Bias, *Sex Role Stereotypes

Standardized, oversimplified conceptions of behaviors that are appropriate to males and females are called sex role stereotypes. Expectations are formed on the basis of these stereotypes. Traditional notions of sex role are changing as a result of new trends in technology, social organization, and economics. Research indicates that female students seem to indicate a loss of academic ability and self esteem as they progress through school. Schools have previously functioned to transmit traditional sex role assumptions through educational socialization. School personnel behavior, counseling and guidance, sex segregated schools, grouping, extracurricular activities, academic or classroom maintenance assignments, textbooks and instructional materials, and sex stereotyped assignments of roles in the education profession have all contributed to this kind of socialization. There are ways to combat sexism. Teachers can reduce sexism by making students aware of sex stereotypes, by clarifying students' feelings, and by instructing students to take action to change their behavior and that of society. (Author/AM)

WE 004 163

Huang, Joe, Ed. Wong, Sharon Quan, Ed.
Chinese Americans: Realities and Myths Anthology. Secondary Curriculum Kit.
Association of Chinese Teachers, San Francisco, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Grant—OEG-9-76-00024
Pub Date—77
Note—99p.
Available from—Association of Chinese Teachers, 1 Waverly Place, San Francisco, California 94102 ($3.95)
Data Base ID—RIEOCT78; ED 155 269
Descriptors—Anthologies, *Chinese Americans, Community Problems, *Community Role, Curriculum, *Ethnic Stereotypes, Historical Reviews, Immigrants, Instructional Materials, Racial Discrimination, Secondary Education, Sex Stereotypes

This resource anthology consists of reprinted articles and documents dealing with the Chinese American experience. It is intended for use in secondary school classrooms and is divided into three sections: history, community, and stereotypes. The history of the Chinese in the U.S. is detailed in works describing immigration policies and labor laws, in autobiographical accounts, and in articles on living conditions and social problems among Chinese Americans since the mid-1800's. In the section on community concerns, problems and issues facing the Chinese American community are addressed in articles published within the past decade. Among the issues discussed are Chinese ghetto communities, educational concerns such as bilingualism, and how racial discrimination against Chinese is related to discrimination against other groups. Finally, stereotypes historically and currently attributed to Chinese Americans are examined. These include stereotypes formed from political, racial and linguistic characteristics. Stereotypes of Asian women are also discussed. (GC)

WE 004 164

Dougherty, Molly C.
Becoming a Woman in Rural Black Culture.
Pub Date—78
Note—120p.
Available from—Holt, Rinehart and Winston, 383 Madison Avenue, New York, New York 10017 ($4.95)
Data Base ID—RIEOCT78; ED 155 276
Descriptors—Adult Development, *Black Culture, Developmental Stages, Family Characteristics, Family Environment, Family Structure, *Females, *Maturation, *Rural Areas, Rural Youth, Sex Role, *Socialization
Identifiers—*Florida

The way in which girls develop into women in a rural black community in north central Florida, Edge Crossing, is described. This community is analyzed in terms of how different spaces are used, the rhythm of social activities as ordered by time and space, the separation of sex roles, the rites of intensification (such as ball games and religious services), and encounters with economic and educational systems external to the core of community meaning and resource allocation. Kinship and family organizations over time are also discussed. The flexibility of the social system in this community, the sharing of maternal roles and child care among related women, and interpersonal relationships of children with one another and with adults is described. A detailed analysis of female adolescent maturation is provided focusing upon rites of passage, courtship, and childbirth. Adolescence in Edge Crossing is viewed as a rite of passage in which girls are separated from childhood attachments. Motherhood ties girls back into the social structure giving them an elevated status. (Author/AM)

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SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	
	Swacker, Marjorie	Author(s)
Title	**Sexistizing and Desexistizing through Language.**	
	Journal Cit—Humanist Educator; v14 n4 p171-178 Jun 76	Journal Citation
Descriptive Note	Note— Also cited in Psychological Abstracts, 55-17632	
	Data Base ID—CIJEJAN77; EJ 142 611	Announcement Journal of source data base Current Index to Journals in Education Accession Number
Descriptors (Only terms preceded by an asterisk are printed in the subject index.)	Descriptors—*Applied Linguistics, *Behavior Patterns, *Feminism, Individual Differences, Language Patterns, *Language Usage, *Language Variation, Lexicology, *Speech Habits, State Of The Art Reviews, Vocabulary	
Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)	Identifiers—*Sex Bias, *Sociolinguistics	
	The current move toward sexual equality in society has caused sociolinguists to question assumptions that male language is the norm for all language, with women's language a variation of it. Desexitization of the language has become important in the field of linguistics. (KC)	Abstract Abstractor

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ERIC Journals

WE 004 165
Hart, Donna
Enlarging the American Dream.
Journal Cit—American Education; v13 n4 p10-6 May 77
Data Base ID—CIJEJAN78; EJ 163 543
Descriptors—*American Indians, Asian Americans, *Blacks, Cultural Differences, Cultural Pluralism, *Females, Feminism, *Mexican Americans, *Minority Groups, Puerto Ricans

An emerging sense of heritage is being proudly expressed by minorities who dispute the position that they should conform to a majority model of social behavior and belief. (Editor)

WE 004 166
Bougere, Marguerite
Non–Sexist Books.
Journal Cit—Intellect; v106 n2386 p11 Jul 77
Data Base ID—CIJEMAR78; EJ 167 029
Descriptors—Book Reviews, *Characterization, *Childrens Literature, Critical Thinking, Elementary Education
Identifiers—*Feminist Criticism, *Sex Role Stereotypes

Marguerite Bougere, a Newcomb College education professor at Tulane University, Louisiana teaches children's literature. Here she discusses her own children's classics and their realistic portrayal of women as well as men–children's books calculated to breakdown sexual stereotypes. (Editor/RK)

WE 004 167
Berger, Gertrude
The Socialization of American Females as a Dysfunctional Process: Selected Research.
Journal Cit—Journal of Research and Development in Education; v10 n4 p3-11 Sum 77
Data Base ID—CIJEMAR78; EJ 167 072
Descriptors—Counselor Attitudes, *Educational Research, *Elementary Secondary Education, *Females, Motivation, *School Role, Sex Role, Sex Stereotypes, *Socialization, Success Factors, Textbook Bias, *Working Women
Identifiers—*Sex Role Stereotypes

Examines the way in which schools contribute to sex role stereotyping, reviews selected research and hypothesizes that the way in which American females are socialized disadvantages them in the labor force. (Editor)

WE 004 168
Froschl, Merle And Others
Women's Lives, Women's Work: A Feminist Approach to the High School Curriculum.
Journal Cit—Journal of Research and Development in Education; v10 n4 p12-9 Sum 77
Data Base ID—CIJEMAR78; EJ 167 073
Descriptors—English Literature, *Feminism, *High School Curriculum, Program Descriptions, Secondary Education, *Sex Fairness, Supplementary Textbooks, *Textbook Bias, Womens Studies, Working Women
Identifiers—Feminist Criticism, *Feminist Press

Describes newly developed and tested materials which provide models of women who work in significant roles in society. (Editor)

WE 004 169
Gold, Dolores Andres, David
Maternal Employment and Child Development at Three Age Levels.
Journal Cit—Journal of Research and Development in Education; v10 n4 p20-9 Sum 77
Data Base ID—CIJEMAR78; EJ 167 074
Descriptors—*Child Development, Data Analysis, *Educational Research, Elementary Secondary Education, *Identification (Psychological), Measurement Instruments, *Mothers, *Parent Child Relationship, *Role Models, Student Evaluation, *Working Parents

Examines the hypothesis that maternal employment relates to the development of children according to sex of the child and the social class of the family. More specific hypotheses are derived from D. B. Lynn's theory of sex-role identification (1969). (Author/RK)

WE 004 170
Berger, Michael And Others
You and Me Against the World: Dual–Career Couples and Joint Job Seeking.
Journal Cit—Journal of Research and Development in Education; v10 n4 p30-7 Sum 77
Data Base ID—CIJEMAR78; EJ 167 075
Descriptors—*Decision Making, *Family (Sociological Unit), *Family Management, *Job Applicants, Job Market, Job Search Methods, *Professional Personnel, Questionnaires, Research Methodology, Stress Variables
Identifiers—*Dual Career Family

Describes the job seeking experiences of dual career couples where both are professionals. Suggests ways of dealing with the pressures of joint job seeking. (Editor/RK)

WE 004 171
Vestin, Margareta
A Freer Choice: A Program for Equality Between the Sexes in Education and School.
Journal Cit—Journal of Research and Development in Education; v10 n4 p53-60 Sum 77
Data Base ID—CIJEMAR78; EJ 167 077
Descriptors—*Elementary Secondary Education, *Equal Opportunities (Jobs), *Program Descriptions, *Sex Fairness, *Sex Role

Sweden is in the forefront of current efforts to restructure sex roles in order to free its citizens of the social constraints that limit both sexes. Author describes a new sex role project developed by the Swedish Board of Education and based on the principle that preparation for the parental role is equally important for both boys and girls. (Editor/RK)

WE 004 172
Wertheimer, Barbara Nelson, Anne
Into the Mainstream: Equal Educational Opportunity for Working Women.
Journal Cit—Journal of Research and Development in Education; v10 n4 p61-76 Sum 77
Data Base ID—CIJEMAR78; EJ 167 078
Descriptors—*Adult Education, Adult Educators, Program Descriptions, Program Evaluation, Student School Relationship, *Womens Education, *Working Women
Identifiers—*Reentry Students

Examines the special barriers that confront working women when they decide to return to school. Describes an innovative program at Cornell's School of Industrial Relations focusing on supports for leadership training that can be provided in order to increase the participation of women in union, community and political life. (Editor/RK)

WE 004 173
Arnold, Lois
Sexism in the Chemistry Curriculum.
Journal Cit—Curriculum Review; v16 n3 p180-83 Aug 77
Data Base ID—CIJEMAR78; EJ 167 113
Descriptors—*Chemistry Instruction, High School Curriculum, *Instructional Materials, *Science Curriculum, Sex Stereotypes, Teaching Guides, *Textbook Bias
Identifiers—*Sex Bias

Pinpoints the kinds of problems that must be dealt with in attempting to eliminate sexism from educational materials in chemistry at the secondary level-problems of language, illustrations, and content. (Author/RK)

WE 004 174
Kelley, Eleanor A. Anselmo, Deborah C.
Career Appearance Education for Women Who Aspired to White–Collar Positions.
Journal Cit—Home Economics Research Journal; v6 n1 p64-75 Sep 77
Data Base ID—CIJEMAR78; EJ 167 158
Descriptors—Business Education, *Career Education, *Females, Individual Development, *Job Applicants, *Material Development, *Office Occupations, Post Secondary Education, Program Effectiveness, Racial Differences, *White Collar Occupations
Identifiers—*Personal Appearance

Describes a study conducted to develop and test the effectiveness of a business college teaching unit designed to provide career appearance education for black and white females from working class families. (The unit covered six conceptual areas of career appearance: First impressions, work roles, total look, clothing features, grooming, and preparations for interview and daily work.) (TA)

WE 004 175
Gray, H. Dean And Others
The Career Education Readiness Test.
Journal Cit—Illinois Career Education Journal; v34 n2 p44-47 F 77
Data Base ID—CIJEMAR78; EJ 167 226
Descriptors—Career Awareness, *Career Education, Elementary Education, *Learning Readiness, *Student Attitudes, *Tests, Values, *Vocational Maturity
Identifiers—*Career Education Readiness Test, Illinois, *Sex Role Stereotypes

The authors describe their Career Education Readiness Test for grades K-6, a series of six subtests each measuring a different dimension: sex role stereotyping, rewards for work, occupational esteem, vocational categories, occupational responsibilities, and world of work vocabulary. (MF)

WE 004 176

Mitnick, Margery Manesberg

Equal Employment Opportunity and Affirmative Action: A Managerial Training Guide.

Journal Cit—Personnel Journal; v56 n10 p492-497,529 Oct 77

Data Base ID—CIJEMAR78; EJ 167 234

Descriptors—*Administrator Guides, *Affirmative Action, *Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, *Legal Responsibility, Management Education, *Personnel Policy, Program Content

Identifiers—Equal Employment Opportunity Commission, Office of Federal Contracts Compliance

Presents the text of a management program on the meaning of equal employment opportunity and affirmative action for personnel directors, citing federal laws requiring compliance, penalties for discrimination, and employment and personnel practices affected by the laws. Notes for expansion of topics for specific organizational compliance are included. (MF)

WE 004 177

Rich, Les

24 Women: 24 Managers.

Journal Cit—Worklife; v2 n11 p24-26 Nov 77

Data Base ID—CIJEMAR78; EJ 167 259

Descriptors—Adult Education, Business, *Females, Industry, *Job Placement, *Management Education, Post Secondary Education, Program Descriptions, *School Community Cooperation, *School Industry Relationship

Identifiers—Northeastern University MA

Describes a management education program (its development and results) for women at Northeastern University (Boston) which involves cooperative arrangements with local companies which target jobs to be filled by trainees. (Program courses are especially tailored to the trainees' educational needs and to requirements for their specific jobs.) (SH)

WE 004 178

Schneider, Frank W. Green, Joy E.

Need for Affiliation and Sex as Moderators of the Relationship Between Need for Achievement and Academic Performance.

Journal Cit—Journal of School Psychology; v15 n3 p269-276 F 77

Data Base ID—CIJEMAR78; EJ 167 280

Descriptors—*Academic Achievement, Behavioral Science Research, High School Students, Individual Needs, *Motivation, *Peer Relationship, *Personality Assessment, Prosocial Behavior, Research Projects, *Sex Differences

Sex and need for affiliation (n Aff) were investigated as potential moderators of the association between need for achievement (n Ach) and academic performance. It was hypothesized that high nAch, low n Aff students earn higher grades than high n Ach, high n Aff students. The results for both males and females supported the hypothesis. (Author)

WE 004 179

O'Donnell, Jo Anne Andersen, Dale G.

Decision Factors Among Women Talented in Math and Science.

Journal Cit—College Student Journal; v11 n2 p165-168 Sum 77

Data Base ID—CIJEMAR78; EJ 167 298

Descriptors—Affirmative Action, *Career Choice, *College Majors, *Decision Making, *Equal Education, *Females, Mathematics, *Professional Training, Research Projects, Sciences, Sex Discrimination, Undergraduate Students

Identifiers—*Nontraditional Career Choice

Despite affirmative action goals, few undergraduate women select profession-oriented majors, particulary in fields requiring mathematics or scientific aptitude. This study examined the decision-making process leading to choice of major. The pattern of decision-making between women who chose nontraditional majors and those who did not revealed significant differences. (Author)

WE 004 180

VanFossen, Beth Ensiminger

Sexual Stratification and Sex-Role Socialization.

Journal Cit—Journal of Marriage and the Family; v39 n3 p563-573 Aug 77

Data Base ID—CIJEMAR78; EJ 167 316

Descriptors—College Students, *Family Structure, *Females, Personal Values, *Religious Factors, *Role Perception, *Sex Role, Sex Stereotypes, *Social Class, Social Science Research

Data on sex-role values of a sample of college women are examined to ascertain the effect of family structure, social class, and religion on sex-role values, and to support a structural theory of sex-role socialization. (Author)

WE 004 181

Cronkite, Ruth C.

The Determinants of Spouses' Normative Preferences for Family Roles.

Journal Cit—Journal of Marriage and the Family; v39 n3 p575-584 Aug 77

Note—Also cited in Sociological Abstracts, 78J2831

Data Base ID—CIJEMAR78; EJ 167 317

Descriptors—*Family Life, Females, *Interpersonal Relationship, Males, *Marriage, Models, *Personal Values, *Role Perception, Social Science Research, *Socioeconomic Influences

Both static and dynamic models are developed which hypothesize effects of background characteristics, socioeconomic factors and family life-cycle stages on three dimensions of normative preferences. The most striking result is the failure of the husband's preferences to dominate the wife's. (Author)

WE 004 182

Mueller, Charles W. Campbell, Blair G.

Female Occupational Achievement and Marital Status: A Research Note.

Journal Cit—Journal of Marriage and the Family; v39 n3 p587-592 Aug 77

Data Base ID—CIJEMAR78; EJ 167 318

Descriptors—*Achievement, *Behavior Patterns, Ethnic Groups, *Females, *Marital Status, Occupational Choice, Research Projects, Social Science Research, Statistical Analysis, *Success Factors, *Working Women

Identifiers—*Black Women, *Single Women

Influence of early occupational achievement of single never-married women on subsequent marital status is examined for a national sample of U.S. females, aged 30-44 in 1967. For white females, a positive relationship is observed between occupational achievement and likelihood to remain single; for black females, the relationship is much weaker. (Author)

WE 004 183

Cohen, Gaynor

Absentee Husbands in Spiralist Families.

Journal Cit—Journal of Marriage and the Family; v39 n3 p595-604 Aug 77

Data Base ID—CIJEMAR78; EJ 167 319

Descriptors—Behavior Patterns, *Child Rearing, *Community Influence, *Family Life, *Fatherless Family, Females, *Friendship, *Interpersonal Relationship, Males, Social Factors

Explores effects of husbands/ career pressures upon role structures within a section of middle-class families at the childrearing stage of the family life cycle. It examines the process through which instrumental relationships between women gave rise to a distinctive subculture which offered support to women in domestic affairs and child rearing. (Author)

WE 004 184

Tittle, Carol K. Denker, Elenor R.

Kuder Occupational Interest Survey Profiles of Reentry Women.

Journal Cit—Journal of Counseling Psychology; v24 n4 p293-299 Jul 77

Data Base ID—CIJEMAR78; EJ 167 327

Descriptors—*Females, Interest Scales, *Interest Tests, *Nontraditional Students, *Profile Evaluation, Research Projects, Sex Differences, Test Reliability, *Test Validity, Womens Education

Identifiers—KOIS, *Kuder Occupational Interest Survey, *Reentry Students

The Kuder Occupational Interest Survey was administered to 202 women considering reentry into education. It was found that the KOIS does differentiate between women and individual interests are reflected for this sample of women. It was concluded that examination of male-normed scales is very useful in counseling. (Author)

WE 004 185

Berman, Marilyn R. And Others

The Efficacy of Supportive Learning Environments for Returning Women: An Empirical Evaluation.

Journal Cit—Journal of Counseling Psychology; v24 n4 p324-331 Jul 77

Data Base ID—CIJEMAR78; EJ 167 332

Descriptors—*Educational Environment, *Environmental Influences, *Females, *Life Style, *Nontraditional Students, Program Evaluation, Research Projects, Self Concept, *Womens Education

Identifiers—*Reentry Students

The studies sought to determine if changes that would influence women's life styles could occur by providing a supportive learning environment, rather than through traditional individual or group counseling. Results suggest that the two programs did affect certain vocational and psychological attitudes. (Author)

WE 004 186

Goodstein, Leonard D. Russell, Scot W.

Self-Disclosure: A Comparative Study of Reports by Self and Others.

Journal Cit—Journal of Counseling Psychology; v24 n4 p365-369 Jul 77

Note—Also cited in Psychological Abstracts, 59-5629

Data Base ID—CIJEMAR78; EJ 167 338

Descriptors—*Behavior Patterns, College Students, Comparative Analysis, Females, *Interaction Process Analysis, *Interpersonal Relationship, Research Projects, *Response Mode, *Self Evaluation, Sex Differences

Identifiers—*Self Disclosure

An individualized, free-response self-disclosure measurement questionnaire was developed to study differences in self-disclosure patterns of female subjects as a function of target roles. Findings indicated significantly more reported self-disclosure to females than males and to friends than relatives. This discrepancy suggests informant reports are the most accurate self-disclosure indices. (Author)

WE 004 187

Annis, Lawrence V. Perry, Donald F.

Self-disclosure Modeling in Same-sex and Mixed-sex Unsupervised Groups.

Journal Cit—Journal of Counseling Psychology; v24 n4 p370-372 Jul 77

Note—Also cited in Psychological Abstracts, 59-5619

Data Base ID—CIJEMAR78; EJ 167 339

Descriptors—College Students, *Group Experience, *Interaction Process Analysis, *Modeling (Psychological), Research Projects, *Self Expression, *Sex Differences, *Video Tape Recordings

Identifiers—*Self Disclosure

Effects of videotaped models in eliciting self-disclosure were assessed for men and women in unsupervised groups of one or both sexes. Videotaped modeling was clearly superior to a control condition in increasing self-disclosure. Females generally displayed more self-disclosure than males. (Author)

WE 004 188

Petro, Carole S. Hansen, James C.

Counselor Sex and Empathic Judgment.

Journal Cit—Journal of Counseling Psychology; v24 n4 p373-376 Jul 77

Note—Also cited in Psychological Abstracts, 59-6705

Data Base ID—CIJEMAR78; EJ 167 340

Descriptors—*Affective Behavior, *Behavior Patterns, *Counselor Characteristics, Elementary School Counselors, *Empathy, Helping Relationship, *Interaction Process Analysis, Research Projects, Secondary School Counselors, *Sex Differences

Investigates effects of sex of judge, sex of referent, and sex-pairing of judge and referent on level of understanding, or affective sensitivity, of school counselors. Male and female counselors were found to be equally accurate in their empathic judgments. There were no detected effects of sex-pairing. (Author)

WE 004 189

A Case History of Change: A Review of Responses to the Challenge of Sex Bias in Career Interest Inventories.

Association for Measurement and Evaluation in Guidance, Washington, D.C.

Journal Cit—Measurement and Evaluation in Guidance; v10 n3 p148-152 Oct 77

Data Base ID—CIJEMAR78; EJ 167 363

Descriptors—*Career Exploration, Interest Research, *Interest Tests, State Of The Art Reviews, Technical Reports, *Test Validity

Identifiers—*Sex Bias

The publishers of 11 popular interest inventories were surveyed for steps taken or planned to eliminate sex bias from their instruments. It is concluded that a concern first formulated at the level of popular opinion has been translated into professional action, public policy, and actual observable change. (Author)

WE 004 190

Gold, Ann M.

The Use of Separate–Sex Norms on Aptitude Tests: Friend or Foe?

Journal Cit—Measurement and Evaluation in Guidance; v10 n3 p162-170 Oct 77

Note—For a commentary, see EJ 167 366

Data Base ID—CIJEMAR78; EJ 167 365

Descriptors—*Aptitude Tests, *Norm Referenced Tests, Research Projects, Sex Differences, *Test Interpretation, *Test Validity

Identifiers—*Sex Bias

Separate-sex norms are no longer applicable for the interpretation of aptitude test scores. The Differential Aptitude Tests must adopt combined-sex norms in order to remain as an effective measurement and counseling instrument. (Author)

WE 004 191

Herman, David O.

A Reply to Gold's Article on Separate–Sex Norms.

Journal Cit—Measurement and Evaluation in Guidance; v10 n3 p172-174 Oct 77

Note—Also cited in Psychological Abstracts, 60-4365; See EJ 167 365 for article being reviewed

Data Base ID—CIJEMAR78; EJ 167 366

Descriptors—*Aptitude Tests, *Norm Referenced Tests, *Sex Discrimination, State Of The Art Reviews, *Test Interpretation, *Test Validity

Gold proposes that separate norms for interpreting the DAT scores of boys and girls are undesirable for three major reasons. One such argument states that separate-sex norms for the DAT appear to be more consistent with current laws than do combined-sex norms. (Author)

WE 004 192

Marshall, Joan M. Karabenick, Stuart A.

Validity of an Empirically Derived Projective Measure of Fear of Success.

Journal Cit—Journal of Consulting and Clinical Psychology; v45 n4 p564-574 Aug 77

Note—Also cited in Psychological Abstracts, 59-6988

Data Base ID—CIJEMAR78; EJ 167 432

Descriptors—College Students, *Fear of Success, *Performance Factors, *Projective Tests, Research Projects, *Sex Differences, *Success Factors

Individual differences in fear of success were measured for 98 female and 33 male college students. For females, fear of success was significantly related to performance decrement on masculine but not feminine tasks, with the relationship accounting for approximately 6 percent of the variance. (Author)

WE 004 193

Young, I. Louis

Differences Between Male and Female Adolescents in Residential Treatment.

Journal Cit—Journal of Consulting and Clinical Psychology; v45 n5 p953 Oct 77

Note—Also cited in Psychological Abstracts, 60-1601

Data Base ID—CIJEMAR78; EJ 167 466

Descriptors—*Adolescents, Family Relationship, *Institutionalized Persons, *Patients (Persons), *Psychological Characteristics, Research Projects, *Sex Differences, Social Behavior

Examines differences between male and female adolescents on various dimensions of symptomatology and factors related to hospitalization. Females had significantly poorer social and family histories than males, yet they had less severe symptoms at admission and discharge. (Author)

WE 004 194

Fitzpatrick, Mary Anne Bochner, Arthur

Beyond Ingratiation: Factors Affecting the Communication of Interpersonal Evaluations.

Journal Cit—Communication Quarterly; v25 n2 p11-17 Spr 77

Data Base ID—CIJEMAR78; EJ 167 525

Descriptors—Behavioral Science Research, *Evaluation Criteria, Higher Education, *Interaction Process Analysis, *Interpersonal Relationship, *Sex Differences, *Speech Communication

Examines the effects of the sex of the receiver, the status of the communicator, and the mode of communication on the exchange of positive, neutral, and negative evaluations. (Author)

WE 004 195

Montgomery, Charles L. Burgoon, Michael

An Experimental Study of the Interactive Effects of Sex and Androgyny on Attitude Change.

Journal Cit—Communication Monographs; v44 n2 p130-135 Jun 77

Note—Also cited in Psychological Abstracts, 60-998

Data Base ID—CIJEMAR78; EJ 167 541

Descriptors—*Androgyny, Behavioral Science Research, *Changing Attitudes, Higher Education, *Persuasive Discourse, *Sex (Characteristics), *Sex Differences

Discusses an experimental study designed to determine if androgyny would mediate attitude change with males and females. (MH)

WE 004 196

Farwell, Marilyn R.

Adrienne Rich and an Organic Feminist Criticism.

Journal Cit—College English; v39 n2 p191-203 Oct 77

Data Base ID—CIJEMAR78; EJ 167 579

Descriptors—Feminism, Higher Education, *Literary Analysis, *Literary Criticism, *Theories

Identifiers—*Feminist Criticism, *Rich (Adrienne)

The critical essays of Adrienne Rich form a coherent theory of feminism and an important literary criticism based on that theory. (DD)

WE 004 197

Surlin, Stuart H.

"Image" Perceptions Vary between Male, Female Ad Students.

Journal Cit—Journalism Educator; v32 n2 p14-6 Jul 77

Data Base ID—CIJEMAR78; EJ 167 642

Descriptors—*Behavioral Science Research, Higher Education, *Role Perception, *Self Concept, *Sex Differences, *Student Attitudes, Undergraduate Students

Identifiers—*Advertising

Reports on a study of 60 University of Georgia advertising majors' self-images and perceptions of the "successful" advertising executive. (KS)

WE 004 198

Pingree, Suzanne And Others

Writers See Gains, Losses in Women Faculty Status.

Journal Cit—Journalism Educator; v32 n2 p32-5 Jul 77

Data Base ID—CIJEMAR78; EJ 167 645

Descriptors—*Academic Rank (Professional), Economic Status, Higher Education, *Journalism Education, *Professional Recognition, Salaries, *Salary Differentials, School Surveys, *Sex Discrimination

A survey of 70 departments of journalism revealed that, while women have made some progress with regard to salary, they still posses lower academic ranks than do men. (KS)

WE 004 199

Frizzi, Ginny

An Open Door for Women Sports Reporters.

Journal Cit—Scholastic Editor; v56 n6 p28-9 Mar 77

Data Base ID—CIJEMAR78; EJ 167 687

Descriptors—*Athletics, *Career Exploration, *Career Planning, *Females, Journalism, *Journalism Education, News Media, *News Reporting, School Newspapers, Secondary School Students

Identifiers—*Nontraditional Career Choice

Tells how high school girls can prepare for a sports writing career through learning about and observing as many sports as possible, writing for the high school newspaper, working part-time for the local newspaper, and going on to major in journalism in college. (GW)

WE 004 200

Silver, Paula F.

Are Women Underqualified for Leadership?

Journal Cit—Phi Delta Kappan; v59 n3 p207 Nov 77

Data Base ID—CIJEMAR78; EJ 167 844

Descriptors—*Administrator Education, *Administrator Qualifications, Elementary Secondary Education, Females, *Working Women

It appears that job placement is not a function of the quantity or quality of preparation for administration but, rather, of the social milieu in which such preparation occurs. (Author)

WE 004 201

Nation, Jack R. And Others

An Examination of Male–Female Performance in a Programmed Achievement Learning Center.

Journal Cit—Research in Higher Education; v6 n2 p169-79 77

Note—Also cited in Psychological Abstracts, 60-6069

Data Base ID—CIJEMAR78; EJ 168 110

Descriptors—*Academic Achievement, *Females, Higher Education, *Males, *Programed Instruction, Psychology, *Sex Differences, *Teaching Methods, Test Results

Student performance in a Programmed Achievement (PA) condition, requiring weekly quiz mastery, and in a Standard Control (S-C) condition, with no mastery requirement, was compared. PA students showed higher performance on weekly quizzes and a major exam. PA females increased more rapidly than PA males, but S-C males and females were similar. (Author/LBH)

WE 004 202

Staley, Kathleen H. Hood, Albert B.

A Longitudinal Study of Female Premedical Attrition.

Journal Cit—Journal of Medical Education; v52 n10 p849-51 Oct 77

Note—Also cited in MEDLARS

Data Base ID—CIJEMAR78; EJ 168 131

Descriptors—*Attrition (Research Studies), *Career Choice, Dropouts, *Females, Higher Education, Longitudinal Studies, *Medical Schools, *Medical Students, Sex Differences

Identifiers—*Nontraditional Career Choice, University of Iowa

A two-year study assessed the progress of 119 females and 368 males who declared premedicine as their major during their freshman and sophomore years at the University of Iowa. Data from follow-up questionnaires indicate that a similar number of men and women planned to apply to medical schools, contrary to expectations. (LBH)

WE 004 203

Lecht, Leonard A.

Grading the College Diploma.

Journal Cit—Across the Board; v14 n4 p25-30 Apr 77

Data Base ID—CIJEMAR78; EJ 168 152

Descriptors—*College Graduates, *Degrees (Titles), *Educational Benefits, Females, Higher Education, *Income, *Job Market, Manpower Needs, *Underemployed, *Working Women

Earnings and employment status of college graduates are reviewed in an examination of the value of a college degree. Data are interpreted in terms of economic climate and population growth. (LBH)

WE 004 204

Liebert, Robert M. Sprafkin, Joyce N.

Impact of Television on Children's Social Development.

Journal Cit—School Media Quarterly; v5 n3 p163-170 Spr 77

Data Base ID—CIJEMAR78; EJ 168 238

Descriptors—*Children, *Ethnic Stereotypes, Learning Processes, *Racial Attitudes, *Sex Stereotypes, *Social Development, *Television

Identifiers—*Racial Stereotypes

Discusses the three-stage observational learning process of exposure (amount of contact and type of content), acquisition (what is learned), and acceptance (how much affects attitudes and actions) with emphasis on racial and sexual stereotypes. (JAB)

WE 004 205

Fagot, Beverly I.

Consequences of Moderate Cross-Gender Behavior in Preschool Children.

Journal Cit—Child Development; v48 n3 p902-907 Sep 77

Note—Also cited in Psychological Abstracts, 60-1882

Data Base ID—CIJEMAR78; EJ 168 262

Descriptors—*Peer Evaluation, *Preschool Education, *Sex Differences, *Teacher Attitudes

Identifiers—*Sex Role Stereotypes

The reactions of peers and teachers to sex-typed behaviors of 106 boys and 101 girls in 15 preschool classrooms were examined. (JMB)

WE 004 206

Serbin, Lisa A. And Others

Shaping Cooperative Cross-Sex Play.

Journal Cit—Child Development; v48 n3 p924-929 Sep 77

Data Base ID—CIJEMAR78; EJ 168 265

Descriptors—*Contingency Management, *Peer Relationship, *Play, Preschool Children, *Preschool Education, Reinforcement, Research, Teacher Role

Identifiers—*Cross Sex Play, *Sex Bias

Contingent praise by classroom teachers was used to cue and reinforce cross-sex cooperative play in 2 nursery school classes of 4-year-old children. Results suggested that previous learning and/or current classroom contingencies may reinforce same-sex playmate choices when teachers do not deliberately reinforce play between boys and girls. (JMB)

WE 004 207

Emmerich, Walter And Others

Evidence for a Transitional Phase in the Development of Gender Constancy.

Journal Cit—Child Development; v48 n3 p930-936 Sep 77

Note—Also cited in Psychological Abstracts, 60-688

Data Base ID—CIJEMAR78; EJ 168 266

Descriptors—*Cognitive Development, *Developmental Stages, *Early Childhood Education, *Economically Disadvantaged, Longitudinal Studies, *Sex Role

Identifiers—*Gender Constancy

Gender constancy was assessed at ages 4, 5, 6, and 7 for 314 economically disadvantaged children. Results yielded evidence for the sequential placement of a transitional phase in the development of gender constancy. (JMB)

WE 004 208

Krauss, Iseli K.

Some Situational Determinants of Competitive Performance on Sex-Stereotyped Tasks.

Journal Cit—Developmental Psychology; v13 n5 p473-480 Sep 77

Data Base ID—CIJEMAR78; EJ 168 317

Descriptors—Adolescents, *Age Differences, *Elementary Secondary Education, Research, *Sex Stereotypes, Situational Tests, *Task Performance

Identifiers—*Competitiveness

This study tested the hypothesis that situational factors act as determinants of achievement behavior and that these factors affect the behavior of pre and postadolescent groups differently. (Author/SB)

WE 004 209

Rothbaum, Fred

Developmental and Gender Differences in the Sex Stereotyping of Nurturance and Dominance.

Journal Cit—Developmental Psychology; v13 n5 p531-532 Sep 77

Note—Also cited in Psychological Abstracts, 59-2167

Data Base ID—CIJEMAR78; EJ 168 330

Descriptors—Behavioral Science Research, *Elementary School Students, Elementary Secondary Education, *Junior High School Students, *Sex Differences, *Sex Stereotypes, *Short Stories

A total of 85 girls and boys aged 7, 10, and 14 years told stories involving nurturant adult characters and dominant adult characters. Differences in the relative mention of male and female characters were used to measure sex stereotyping and sex orientation. (JMB)

WE 004 210

Still Many Barriers to Women in Science.

Journal Cit—Science News; v112 n18 p279 Oct 77

Data Base ID—CIJEMAR78; EJ 168 550

Descriptors—Equal Education, Equal Opportunities (Jobs), *Professional Occupations, Science Education, *Scientists, *Sex Discrimination, Women Professors, Womens Education, *Working Women

Identifiers—*Conference on Women in Scientific Research, *Nontraditional Career Choice

Reviews outcomes of the Conference on Women in Scientific Research, convened to discuss obstacles, barriers, and problems relating to obtainment of degrees and career by women. (SL)

WE 004 211

Watson, Joellen

Higher Education for Women in the United States: A Historical Perspective.

Journal Cit—Educational Studies; v8 n2 p133-46 Sum 77

Data Base ID—CIJEMAR78; EJ 168 590

Descriptors—*Coeducation, *College Instruction, *Educational History, *Educational Opportunities, Equal Education, Faculty, *Females, *Higher Education, *Social History, *Womens Education

Identifiers—Womens Colleges

This article explores the development of higher education for women in the United States in terms of coeducation, evolution of women's colleges, cooperating institutions, and the role of women as faculty members. (Author)

WE 004 212

Decker, David L. Caetano, Donald F.

Variations in Natal Knowledge Among High School Students.

Journal Cit—Journal of School Health; v47 n5 p186-88 May 77

Data Base ID—CIJEMAR78; EJ 168 675

Descriptors—*Cognitive Tests, *High School Students, Minority Groups, Prenatal Influences, *Racial Differences, *Reproduction (Biology), *Sex Differences, *Sex Education

A questionnaire given to high school students revealed that there is a wide difference between males and females and between caucasians and ethnic groups of knowledge and understanding of birth defects, conception, and childbearing. (JD)

WE 004 213

Finn, Joan A. Straub, William F.

Locus of Control Among Dutch and American Softball Players.

Journal Cit—Amer. Alliance Health Phys. Educ. Recreation Research Quarterly; pv48 n1 p19-23 Mar 77 Mar 77

Data Base ID—CIJEMAR78; EJ 168 768

Descriptors—*Athletes, *Cross Cultural Studies, *Cultural Differences, *Females, *Foreign Countries, *Locus of Control, *Softball

Identifiers—Netherlands, United States, *Women Athletes

American women softball players were significantly more internally oriented than were their Dutch counterparts. (MM)

WE 004 214

Montoye, Henry J. Lamphiear, Donald E.

Grip and Arm Strength in Males and Females, Age 10 to 69.

Journal Cit—Amer. Alliance Health Phys. Educ. Recreation Research Quarterly; pv48 n1 p109-20 Mar 77 Mar 77

Data Base ID—CIJEMAR78; EJ 168 776

Descriptors—Age, *Age Differences, Females, Males, *Muscular Strength, Sex (Characteristics), *Sex Differences

There is a rapid increase in strength in children and gradual decrease after early adulthood. (MM)

WE 004 215

Ridenour, Marcella V.

Influence of Object Size, Speed, Direction, Height, and Distance on Interception of a Moving Object.

Journal Cit—Amer. Alliance Health Phys. Educ. Recreation Research Quarterly; pv48 n1 p138-43 Mar 77 Mar 77

Data Base ID—CIJEMAR78; EJ 168 780

Descriptors—*Grade 2, Physical Education, *Psychomotor Skills, *Sex Differences

The purpose of this study was to identify the influence of ball size, distance, direction, height, speed, and the subject's sex on successful object interception when the subject used a paddle to strike a moving ball. (MM)

WE 004 216

Graham, Gerald P. Bruce, Patricia J.

Survey of Intercollegiate Athletic Injuries to Women.

Journal Cit—Amer. Alliance Health Phys. Educ. Recreation Research Quarterly; pv48 n1 p217-20 Mar 77 Mar 77

Note—Also cited in MEDLARS

Data Base ID—CIJEMAR78; EJ 168 794

Descriptors—*Accidents, Health, *Human Body, *Injuries, *Physical Activities, Physical Education, *Womens Athletics

Identifiers—Basketball

The results of this survey show that the most common injuries to women, as to men, are sprains to the ankle and knee and that the sport of basketball has one of the highest injury rates. (JD)

WE 004 217

Pipes, Thomas V.

Body Composition Characteristics of Male and Female Track and Field Athletes.

Journal Cit—Amer. Alliance Health Phys. Educ. Recreation Research Quarterly; pv48 n1 p244-47 Mar 77 Mar 77

Data Base ID—CIJEMAR78; EJ 168 798

Descriptors—*Athletes, Body Weight, Human Body, Males, Physical Activities, *Physical Education, *Sex (Characteristics), *Track and Field, Training Techniques, Womens Athletics

Identifiers—*Women Athletes

While there would seem to be a predisposition of body type that would influence the individual's ability to perform in an event, it may also be that the training procedures for those specific events are common to both men and women athletes.

WE 004 218

Taylor, Bernie

Coed Weight Training.

Journal Cit—Journal of Physical Education and Recreation; v48 n6 p22-3 Jun 77

Data Base ID—CIJEMAR78; EJ 168 803

Descriptors—*Calisthenics, *Exercise (Physiology), *Muscular Strength, Physical Development, Physical Education, *Physical Fitness, *Weightlifting, *Womens Athletics

This article describes a program for weight lifting combined with other exercises that is designed to improve women's physical fitness. (JD)

WE 004 219

Pallante, James J. Hilton, Cheryl L.

Authority Positions for Women: Principalships in Public Education.

Journal Cit—Contemporary Education; v48 n4 p206-10 Sum 77

Data Base ID—CIJEMAR78; EJ 168 832

Descriptors—*Educational Administration, *Employment Patterns, Employment Trends, Equal Opportunities (Jobs), *Principals, *Professional Occupations, *Sex Discrimination, *Working Women

Affirmative action programs notwithstanding, the number of women in authority positions in public education is declining. (MJB)

WE 004 220

Fennema, Elizabeth Sherman, Julia

Sex-Related Differences in Mathematics Achievement, Spatial Visualization and Affective Factors.

Journal Cit—American Educational Research Journal; v14 n1 p51-71 Win 77

Data Base ID—CIJEMAR78; EJ 168 852

Descriptors—*Academic Achievement, Age, Complexity Level, Cultural Factors, *Mathematics, Secondary Education, *Sex Differences, Social Factors, *Student Attitudes, *Visual Perception

Identifiers—*Spatial Visualization

The data do not support either the expectations that males are invariably superior in mathematics achievement and spatial visualization or the idea that differences between the sexes increase with age and/or mathematics difficulty. The pattern of differences in mathematics achievement, spatial visualization and affective variables strongly suggests the influence of socio-cultural factors. (Author/MV)

WE 004 221

Strauch, A. Barry

More on the Sex x Race Interaction on Cognitive Measures.

Journal Cit—Journal of Educational Psychology; v69 n2 p152-7 Apr 77

Data Base ID—CIJEMAR78; EJ 168 862

Descriptors—*Cognitive Ability, *Cognitive Measurement, *Correlation, Elementary Secondary Education, *Intelligence Differences, *Racial Differences, *Sex Differences, Sex Role, Social Differences

Three data sources, analyzed presently, failed to reveal a Sex by Race or Sex by Socioeconomic Status interaction. It was suggested that Sex by Race differences in income, education, and so on could be the result of racially related sex role expectations or cultural prejudice. (Author/MV)

WE 004 222

Schofield, Janet W. Sagar, H. Andrew

Peer Interaction Patterns in an Integrated Middle School.

Journal Cit—Sociometry; v40 n2 p130-7 Jun 77

Data Base ID—CIJEMAR78; EJ 168 888

Descriptors—Ability Grouping, Black Students, Caucasian Students, Elementary Education, *Intergroup Relations, *Middle Schools, *Peer Relationship, *Racial Integration, *Sex Differences, *Student Behavior

Analysis of seating patterns in a newly integrated middle school suggests that while race is an important grouping criterion, sex is a more important criterion; and girls show more racial aggregation than boys. Racial aggregation decreased over time in seventh grade, but increased in eighth grade, perhaps due to academic grouping. (Author/MV)

WE 004 223

Gove, Walter R. Geerken, Michael R.

The Effect of Children and Employment on the Mental Health of Married Men and Women.

Journal Cit—Social Forces; v56 n1 p66-76 Sep 77

Note—Also cited in Psychological Abstracts, 60-3158 and Sociological Abstracts, 78J4308

Data Base ID—CIJEMAR78; EJ 168 968

Descriptors—*Child Care, *Family Environment, Family Life, Family Problems, *Mental Health, Mothers, *Parent Role, *Sex Role, *Working Parents

Identifiers—*Homemakers, *Married Women

This article discusses data which indicate that the main reason married women tend to be in poorer mental health than men is because of the roles they typically occupy. The kinds of demands found in the home and associated with children create stress in the spouse (usually the wife) responsible for meeting these demands. (Author/GC)

WE 004 224

Murray, Chris

Sex Differences in the Junior School Classroom.

Journal Cit—Journal of Experimental Education; v45 n4 p20-6 Sum 77

Data Base ID—CIJEAPR78; EJ 169 020

Descriptors—Academic Achievement, Elementary School Students, Self Concept, *Sex Differences, *Student School Relationship, *Student Teacher Relationship

Examines the possible influence of sex differences on the teacher-learner process using a sample of 1,412 fourth year pupils from 17 junior schools in two outer London boroughs. (Editor/RK)

WE 004 225

Richardson, Mary Sue Alpert, Judith Landon

Landmarks in the Literature: Unisex vs. Androgyny.

Journal Cit—New York University Education Quarterly; v8 n4 p29-32 Sum 77

Data Base ID—CIJEAPR78; EJ 169 043

Descriptors—*Androgyny, *Identification (Psychological), Personality Development, Role Models, Sex Differences, *Sex Role

Identifiers—*Unisex

Considers the fears about a unisex world, in particular the concern that children in such a society would grow up confused about what it means to be a man or a woman. Proposes that androgyny founded on the idea of firm gender identity provides a model and direction for change more viable than that connoted by the term "unisex". (Author/RK)

WE 004 226

Diamond, Helen

A New Responsibility for Business Education.

Journal Cit—Journal of Business Education; v53 n1 p7-8 Oct 77

Data Base ID—CIJEAPR78; EJ 169 196

Descriptors—*Business Administration, Business Education, Business Education Teachers, Educational Policy, *Equal Education, *Females, *Management Development, Post Secondary Education, Skill Development, *Teacher Responsibility

Stating that business educators should recognize their responsibility to see that female students have an equal opportunity to learn and practice the skills of management, the author notes some of these skills (communication, leadership, accounting, decision making) and suggests some methods of imparting them. (MF)

WE 004 227

Nachmias, Chava

Differences Between Males and Females in Educational Planning.

Journal Cit—College Student Journal; v11 n3 p235-8 F 77

Data Base ID—CIJEAPR78; EJ 169 267

Descriptors—*Educational Planning, Intelligence, Peer Relationship, Sex Differences, Sex Role, Social Class

Articles (N = 61) in major sociological journals were analyzed for content and method of sampling. The findings show that females are underrepresented in studies on the formation of college plans. Significant differences between males and females were also observed in the effects of intelligence, peers, and social class on college plans. (Author)

WE 004 228

Hiller, Dana V.

Women's Studies Emerging.

Journal Cit—Journal of the NAWDAC; v41 n1 p3-6 F 77

Data Base ID—CIJEAPR78; EJ 196 321

Descriptors—*College Curriculum, College Majors, *Feminism, Sex Stereotypes, State of The Art Reviews, *Womens Studies

Examines the several questions concerning Women's Studies, including the purpose and rationale for these courses. (HMV)

WE 004 229

Tobias, Sheila Donady, Bonnie

Counseling the Math Anxious.

Journal Cit—Journal of the NAWDAC; v41 n1 p13-6 F 77

Data Base ID—CIJEAPR78; EJ 169 323

Descriptors—Anxiety, College Mathematics, College Students, *Counseling Programs, Females, Mathematics Education, Program Descriptions

Identifiers—*Mathematics Anxiety, Wellesley University MA, Wesleyan College GA

Describes the rationale and mode of operations for a Math Clinic at Wellesley University and Wesleyan College where counselors and math specialists work together to combat "math anxiety," particularly in female students. (HMV)

WE 004 230

Karelius-Schumacher, Karen L.

Designing a Counseling Program for the Mature Woman Student.

Journal Cit—Journal of the NAWDAC; v41 n1 p28-31 F 77

Data Base ID—CIJEAPR78; EJ 169 327

Descriptors—Adult Counseling, College Students, *Counseling Programs, *Females, *Helping Relationship, Literature Reviews, Married Students, Program Design, Workshops

Identifiers—Antelope College CA, *Reentry Students

Discusses the five studies the author found most helpful in designing Women's Workshops at Antelope College, (California), a series of personal awareness seminars for mature women returning to college. Also included is a description of the exercises used in these seminars. (Author)

WE 004 231

Rice, Joy K.

Perceptions of Males and Females Concerning Their Graduate Education Experience in Counseling.

Journal Cit—Journal of the NAWDAC; v41 n1 p32-7 F 77

Data Base ID—CIJEAPR78; EJ 169 328

Descriptors—Changing Attitudes, *Counselor Training, *Educational Experience, Graduate Students, Longitudinal Studies, Sex Differences, *Student Attitudes

Investigates current changes in counseling and guidance graduate students' perceptions concerning their education and training in a small, stable homogeneous department of counselor education. Subjects are 94 graduates (56 from the class of '71 and 38 from the class of '75). (Author/HMV)

WE 004 232

Sachdeva, Darshan

Women Students at a Southern California State University.

Journal Cit—Journal of the NAWDAC; v41 n1 p38-41 F 77

Data Base ID—CIJEAPR78; EJ 169 329

Descriptors—Business Education, *Career Choice, College Majors, College Students, Comparative Analysis, *Females, *Occupational Choice, *Student Attitudes, *Vocational Maturity

Compares the career value system of college women preparing to teach business subjects at the secondary level with the values of women preparing for various other challenging careers in different fields of the business world. (Author)

WE 004 233

Knapman, Shirley Kuehnle

Sex Discrimination in Family Agencies.

Journal Cit—Social Work; v22 n6 p461-5 Nov 77

Data Base ID—CIJEAPR78; EJ 169 353

Descriptors—*Changing Attitudes, Feminism, Higher Education, *Personnel Policy, Role Theory, *Sex Discrimination, *Social Work

The concern of social workers with social issues and the equal treatment of all human beings might suggest that discrimination against women would not be found in the social work profession. Research demonstrates, however, that discrimination does exist and that changes must be made in the profession's organizations and educational system. (Author)

WE 004 234

Belon, Cynthia J. Gould, Ketayun H.

Not Even Equals: Sex-Related Salary Inequities.

Journal Cit—Social Work; v22 n6 p466-70 Nov 77

Data Base ID—CIJEAPR78; EJ 169 354

Descriptors—Literature Reviews, Occupational Surveys, *Salary Differentials, Sex Discrimination, *Social Workers, Working Women

Althought the National Association of Social Workers has repeatedly expressed concern for the rights of women, a study of members' salaries in a midwestern NASW unit reveals a considerable differential between the earnings of men and women—even when crucial variables affecting salaries are controlled. (Author)

WE 004 235

Habib, Miriam Landgraf, Barbara Joslin

Women Helping Women.

Journal Cit—Social Work; v22 n6 p510-2 Nov 77

Data Base ID—CIJEAPR78; EJ 169 360

Descriptors—Changing Attitudes, Citizen Participation, *Demonstration Programs, *Females, *Group Therapy, *Mental Health Programs, Program Descriptions, *Self Help Programs

Describes effort of mental health center staff to implement non-traditional programming for women in situational life crises. Successes in the work have helped overcome some objections to special approaches to women. Projects have community interest and support, have answered many unmet needs of women, and have enhanced service delivery. (Author/SMR)

WE 004 236

Bakke, Louise S. Edson, Jean B.

Women in Management: Moving Up?

Journal Cit—Social Work; v22 n6 p512-4 Nov 77

Data Base ID—CIJEAPR78; EJ 169 361

Descriptors—*Administrative Personnel, Affirmative Action, *Females, *Management Development, Personnel Needs, *Self Help Programs, Social Work

Discusses self-help strategy developed to encompass both employees' expressed needs for management-level training and the affirmative action goals of a state division of family services. Follow-up survey of training program indicates probability of positive long-range effects. (Author/SMR)

WE 004 237

Cramer, Stanley H. And Others

An Evaluation of a Treatment to Expand the Career Perceptions of Junior High School Girls.

Journal Cit—School Counselor; v25 n2 p124-7 Nov 77

Data Base ID—CIJEAPR78; EJ 169 368

Descriptors—*Career Planning, Counseling Programs, *Females, Program Descriptions, Program Evaluation, Secondary Education, Sex Stereotypes, *Vocational Counseling

Reports on one evaluation method used by counselors to assess the effectiveness of a "Women and Work" unit-a unit designed to expand possibilities for career opportunities that junior high school girls might consider. (HMV)

WE 004 238

Tomlinson, Jerry R. And Others

Minority Status, Sex, and School Psychological Services.

Journal Cit—Psychology in the Schools; v14 n4 p456-60 Oct 77

Note—Also cited in Psychological Abstracts, 60-8374

Data Base ID—CIJEAPR78; EJ 169 382

Descriptors—Ethnic Groups, Females, Males, Minority Groups, Parent Participation, *Psychological Services, *Referral, *School Services, Sex Differences, Special Education

The purpose of this investigation was to examine if and how minority status and sex are related to the rate of referral for psychological services, the types of presenting problems, and the nature of subsequent psychological services. (Author)

WE 004 239

Downing, John Thomson, Doug

Sex Role Stereotypes in Learning to Read.

Journal Cit—Research in the Teaching of English; v11 n2 p149-55 F 77

Data Base ID—CIJEAPR78; EJ 169 456

Descriptors—*Cultural Factors, Elementary School Students, *Reading Achievement, Reading Research, Sex Differences

Identifiers—*Sex Role Stereotypes

Concludes that boys succeed less well in reading than girls because of cultural expectations that reading is more suited to girls than to boys. (DD)

WE 004 240

Grund-Slepack, Donna Berlowitz, Marvin J.

Sex Role Stereotyping in East German versus U. S. Textbooks.

Journal Cit—Reading Teacher; v31 n3 p275-9 Dec 77

Data Base ID—CIJEAPR78; EJ 169 505

Descriptors—Comparative Analysis, *Content Analysis, Elementary Education, *Females, Foreign Countries, Reading Materials, Reading Research, *Textbook Content

Identifiers—*German Democratic Republic, *Sex Role Stereotypes

The image of women in the German Democratic Republic reading textbooks is generally more positive than in textbooks in the United States; females appear more often in career roles and males are less dominant. (JM)

WE 004 241

Guide for Evaluating Sex Stereotyping in Reading Materials.

Journal Cit—Reading Teacher; v31 n3 p288 Dec 77

Data Base ID—CIJEAPR78; EJ 169 508

Descriptors—Check Lists, *Content Analysis, Elementary Education, *Guidelines, Reading Materials, Sex Role, Sex Stereotypes, Textbook Content

Presents a checklist for teachers to use in analyzing educational materials for sex stereotypes and related language usage. (JM)

WE 004 242

Monteith, Mary K.

Alternatives to Burning Sexist Textbooks.

Journal Cit—Reading Teacher; v31 n3 p346-50 Dec 77

Data Base ID—CIJEAPR78; EJ 169 514

Descriptors—*Content Analysis, Elementary Education, *Textbook Content

Identifiers—*Sex Role Stereotypes

Discusses available options for teachers and parents who are concerned with the sexist aspects of their children's reading materials. (JM)

WE 004 243

Kingston, Albert J.   Lovelace, Terry

Sexism and Reading: A Critical Review of the Literature.

Journal Cit—Reading Research Quarterly; v13 n1 p133-61   77-78

Data Base ID—CIJEAPR78; EJ 169 554

Descriptors—Basic Reading, *Childrens Literature, Content Analysis, Literature Reviews, *Sex Discrimination, *Sex Role, *Sex Stereotypes, *Textbooks

Reviews critically 78 articles which presume to investigate sexism in basal readers, texts, and children's literature. (JM)

WE 004 244

Baker, Ira L.

Elizabeth Timothy: America's First Woman Editor.

Journal Cit—Journalism Quarterly; v54 n2 p280-85   Sum 77

Data Base ID—CIJEAPR78; EJ 169 590

Descriptors—*Colonial History (United States), *Females, Journalism, *Newspapers, *Working Women

Identifiers—*Timothy (Elizabeth)

Describes the career of America's first woman journalist, who was the editor and manager of the "South Carolina Gazette" from 1739 to 1746. (KS)

WE 004 245

Bennion, Sherilyn Cox

"The New Northwest" and "Woman's Exponent": Early Voices for Suffrage.

Journal Cit—Journalism Quarterly; v54 n2 p286-92   Sum 77

Data Base ID—CIJEAPR78; EJ 169 591

Descriptors—*Females, *Journalism, *Newspapers, United States History, Voting Rights

Identifiers—New Northwest, Womans Exponent, *Womens Suffrage Movement

Reviews the history of these two papers and discusses the lives of their editors. (KS)

WE 004 246

Crumley, Wilma   And Others

Journalism Career Patterns of Women Are Changing.

Journal Cit—Journalism Educator; v32 n3 p50-3,75   Oct 77

Data Base ID—CIJEAPR78; EJ 169 633

Descriptors—Alumni, *Career Opportunities, *Educational Research, *Females, Higher Education, *Journalism Education, School Surveys

Reports on a study that asked alumni of the universities of Louisiana, Missouri, and Nebraska to provide advice to senior-level women enrolled at their respective schools. (KS)

WE 004 247

Zacharias, Leona   Rand, William M.

American Girls: Their Growth and Development.

Journal Cit—National Elementary Principal; v57 n2 p29-34   Jan 78

Data Base ID—CIJEAPR78; EJ 169 862

Descriptors—Body Height, Body Weight, Environmental Influences, *Females, Human Development, Individual Development, Physical Characteristics, *Physical Development, Sex (Characteristics), Socioeconomic Influences

Identifiers—*Menarche

Presents statistics of a girl's age, height, and weight at menarche, and the possible effect on these variables of various factors such as her health, genetic inheritance, socioeconomic circumstances, and environment. The behavior of present day adolescents cannot be attributed to earlier physical and sexual development. (Author/IRT)

WE 004 248

Pilon, A. Barbara

Non-Stereotyped Literature for Today's Bright Girls.

Journal Cit—Gifted Child Quarterly; v21 n2 p234-8   Sum 77

Note—Also cited in Psychological Abstracts, 59-7595

Data Base ID—CIJEAPR78; EJ 169 897

Descriptors—*Childrens Literature, Early Childhood Education, *Females, *Gifted, *Sex Stereotypes

WE 004 249

Brown, Robert D.   Heath, Howard

An Investigation of Sex Discrimination in the Awarding of Financial Aid to College Students.

Journal Cit—Research in Higher Education; v6 n4 p355-61   77

Data Base ID—CIJEAPR78; EJ 170 090

Descriptors—College Students, Federal Aid, Females, Males, *Sex Discrimination, *Student Financial Aid, Student Loan Programs

Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

The existence of sex discrimination in financial aid awards in 40 midwestern colleges and universities was examined. The results indicated no significant differences for either sex or type of institution comparison, although there was extensive variability in the amounts awarded. (Author/LBH)

WE 004 250

Finseth, Katherine Alden

Office for Women in Medicine: A Model for Social Change.

Journal Cit—Journal of Medical Education; v52 n11 p928-30   Nov 77

Note—Also cited in MEDLARS

Data Base ID—CIJEAPR78; EJ 170 109

Descriptors—Administrative Organization, *Females, Grievance Procedures, Medical Schools, *Physicians, *Professional Recognition, *Role Models, Sex Discrimination, *Social Change

Identifiers—*Office for Women in Medicine, Yale University School of Medicine CT

An innovative program, the Office for Women in Medicine, (OWM), at Yale University School of Medicine, aids professional women in overcoming some of the barriers that they face in the traditionally male-dominated medical profession. (Author/LBH)

WE 004 251

Diamond, Helen

Changing Roles: Women in Business.

Journal Cit—Phi Kappa Phi Journal; v42 n4 p18-23   F 77

Data Base ID—CIJEAPR78; EJ 170 143

Descriptors—*Career Opportunities, Equal Opportunities (Jobs), *Females, Leadership, Role Models, *Trend Analysis, *Working Women

Changes in the roles and role expectations of women are reviewed with consideration given to where they are working, their advantages, management abilities, barriers and overcoming them, and the outlook for the future. (LBH)

WE 004 252

Hamovitch, William   Morgenstern, Richard D.

Children and the Productivity of Academic Women.

Journal Cit—Journal of Higher Education; v48 n6 p633-45   Nov/Dec 77

Data Base ID—CIJEAPR78; EJ 170 159

Descriptors—*Child Rearing, College Faculty, Mothers, Peer Evaluation, *Productivity, *Professional Recognition, *Women Professors, Working Women

Statistical findings show that (1) women faculty publish somewhat less than men; (2) there is no evidence that child rearing is related to the number of publications of academic women; and (3) there is no evidence that child rearing decreases the probability of a woman academic being classified as "outstanding" by her peers. (Author/LBH)

WE 004 253

Simmons, Adele

Princeton's Women.

Journal Cit—Change; v9 n12 p42-4   Dec 77

Data Base ID—CIJEAPR78; EJ 170 191

Descriptors—Adjustment Problems, *Coeducation, College Students, *Females, Feminism, Higher Education, Private Colleges, Social Attitudes, *Student Adjustment

Identifiers—*Princeton University NJ, Single Sex Colleges

Princeton's women students have adapted to a world of highly competitive males but a need has been found to provide services to help them in an atmosphere and society where male values predominate. (Author/LBH)

WE 004 254

Lavin, John H.

Changing Lives.

Journal Cit—Change; v9 n12 p49-50   Dec 77

Data Base ID—CIJEAPR78; EJ 170 197

Descriptors—*Child Care, Community Colleges, Cooperative Programs, Females, Higher Education, Mental Retardation, On the Job Training, *Prisoners, *Rehabilitation Programs, School Community Relationship, Special Education, *Teacher Aides

Identifiers—Detroit House of Correction, Plymouth Center for Human Development, *Schoolcraft College MI

Schoolcraft College in Michigan has designed a program in which inmates of a women's prison, the Detroit House of Correction (DeHoCo), are trained as nurse-attendants and teachers' aides in special education. Daily classroom instruction is combined with on-the-job training with retarded children. (LBH)

WE 004 255

Bailey, Roger C.   Mettetal, Gwynn W.

Sex Differences in the Congruency of Perceived Intelligence.

Journal Cit—Journal of Genetic Psychology; v131 n1 p29-36   Sep 77

Data Base ID—CIJEAPR78; EJ 170 308

Descriptors—Academic Achievement, Achievement Need, College Students, Grade Point Average, *Intelligence, Parent Attitudes, *Self Concept, Self Evaluation, Sex Differences

This study was designed to determine whether sex differences exist in the congruency between the self-rating of intelligence and expected parental ratings, actual intelligence achievement motivation and achievement performance. Subjects were 44 college students. (BD)

WE 004 256

Jennings, Kay D.

People Versus Object Orientation in Preschool Children: Do Sex Differences Really Occur?

Journal Cit—Journal of Genetic Psychology; v131 n1 p65-74   Sep 77

Note—Also cited in Psychological Abstracts, 60-2842

Data Base ID—CIJEAPR78; EJ 170 313

Descriptors—Interaction Process Analysis, Literature Reviews, *Object Manipulation, Orientation, Preschool Children, Sex Differences, *Social Relations

WE 004 257

Mitchell, Edna   Anderson, Robert T.

Toys in Cultural Perspective: Denmark and the United States.

Journal Cit—Childhood Education; v54 n1 p45-8   Oct 77

Data Base ID—CIJEAPR78; EJ 170 333

Descriptors—*Cross Cultural Studies, Foreign Countries, Legislation, Sex Stereotypes, *Toys
Identifiers—*Denmark

This article is an analysis of U.S. and Danish toy manufacturing and selling practices. Discussed are sex stereotypes and body acceptance, policies regarding military toys, and legislation. (SB)

WE 004 258

Lerner, Richard M. Lerner, Jacqueline V.

Effects of Age, Sex, and Physical Attractiveness on Child-Peer Relations, Academic Performance, and Elementary School Adjustment.

Journal Cit—Developmental Psychology; v13 n6 p585-90 Nov 77
Note—Also cited in Psychological Abstracts, 60-7139
Data Base ID—CIJEAPR78; EJ 170 343
Descriptors—*Academic Achievement, Age Differences, Elementary School Students, *Peer Relationship, Physical Characteristics, Sex Differences, *Student Adjustment

WE 004 259

Champagne, Audrey B. Klopfer, Leopold E.

A Sixty-Year Perspective on Three Issues in Science Education: I. Whose Ideas Are Dominant? II. Representation of Women. III. Reflective Thinking and Problem Solving.

Journal Cit—Science Education; v61 n4 p431-52 Oct-Dec 77
Data Base ID—CIJEAPR78; EJ 170 530
Descriptors—Content Analysis, Females, Historical Reviews, Literature Reviews, Periodicals, *Problem Solving, Publications, *Science Education, Thought Processes
Identifiers—Dewey (John)

A historical analysis reveals that the journal has become increasingly the organ of college and university science educators, fewer women now contribute articles, and that Dewey's focus on reflective thinking and problem solving has continued to appeal to science educators. (CP)

WE 004 260

Neri, Diana

A Practical Guide for Teaching a Unit on Women for the Social Studies Curriculum.

Journal Cit—Social Studies Journal; v6 n2 p25-8 F 77
Data Base ID—CIJEAPR78; EJ 170 589
Descriptors—Females, Feminism, High School Curriculum, History Instruction, Learning Activities, Resource Units, Sex Role, Sex Stereotypes, Social Studies Units, Teacher Developed Materials, Teaching Guides, *Womens Studies

Describes steps to be taken by secondary social studies teachers in developing a unit on American women in history. Topics include sexism, stereotyping, sexual roles, historical aspects of the women's movement, and the unisex concept. Activities and resources are presented. Journal available from Pennsylvania Council for the Social Studies, P.O. Box 6637, Philadelphia, Pennsylvania 19149. (Author/DB)

WE 004 261

Jeffrey, Kirk Cirksena, Diane

Women's History in the High School Survey: An Integrationist Approach.

Journal Cit—History Teacher; v11 n1 p39-46 Nov 77
Data Base ID—CIJEAPR78; EJ 170 639
Descriptors—Course Descriptions, High School Curriculum, History Instruction, *Social History, United States History, *Womens Studies

Suggested is a strategy for integrating social history of women into high school history courses. Examples are presented of women in colonial America, the Revolutionary period, and the era of progressive reform (1900-20). Resources for additional teacher reading are presented. (Author/DB)

WE 004 262

Dunn, Diana R.

Women in Recreation.

Journal Cit—Parks and Recreation; v12 n7 p24-30 Jul 77
Data Base ID—CIJEAPR78; EJ 170 644
Descriptors—*Employment Patterns, *Recreation, Trend Analysis, *Working Women

The employment and career participation of women at all levels of recreational and park activity has been declining drastically and is likely to continue to do so. (MJB)

WE 004 263

Duquin, Mary E.

Differential Sex Role Socialization Toward Amplitude Appropriation.

Journal Cit—Research Quarterly; v48 n2 p288-92 May 77
Data Base ID—CIJEAPR78; EJ 170 727
Descriptors—*Child Development, *Physical Activities, Pictorial Stimuli, *Social Attitudes, Socialization
Identifiers—*Sex Identity, *Sex Role Attitudes

For young children, socialization towards physical activity constitutes a significant part of a larger socialization process, communicating to them the concept of amplitude appropriation–that portion of the environment they envision as appropriate for their activity and the degree of movement they perceive as possible in that environment. (MB)

WE 004 264

Greendorfer, Susan L.

Role of Socializing Agents in Female Sport Involvement.

Journal Cit—Research Quarterly; v48 n2 p304-10 May 77
Data Base ID—CIJEAPR78; EJ 170 730
Descriptors—Family Influence, Females, Males, Peer Groups, *Role Models, Social Influences, *Socialization
Identifiers—*Women Athletes

Research into the socializing of women into sports activities revealed that peers were most influential at all life-cycle stages, family was the most influential during childhood, and coaches and teachers during adolescence; in addition, males were the predominant role models during childhood, and females during adolescence and adult life. (MB)

WE 004 265

Cummings, Laurie Davidson

Value Stretch in Definitions of Career Among College Women: Horatia Alger as Feminist Model.

Journal Cit—Social Problems; v25 n1 p65-74 Oct 77
Data Base ID—CIJEAPR78; EJ 170 819
Descriptors—Careers, College Students, *Females, *Feminism, *Goal Orientation, Marriage, Occupational Aspiration, Success Factors, *Values

The value stretch perspective posits a core of societal values. It recognizes that certain groups believe they can't achieve valued goals, but see a range of outcomes as acceptable. The author utilizes this perspective to examine college women's attitudes toward their futures. She relates findings to individuals' identification with the feminist movement. (GC)

WE 004 266

Russell, Dorothy Schoeberlein

Teaching About Sexism: A Challenge for Teacher Educators.

Journal Cit—Integrated Education; v15 n3 p6-8 May-Jun 77
Data Base ID—CIJEAPR78; EJ 170 832
Descriptors—*Learning Activities, Sex (Characteristics), *Sex Role, *Sex Stereotypes, Sexuality, *Teacher Education, Teaching Techniques

Describes specific learning activities that may be used to increase awareness of sexism. (Author/AM)

WE 004 267

Easterday, Lois And Others

The Making of a Female Researcher: Role Problems in Field Work.

Journal Cit—Urban Life; v6 n3 p333-48 Oct 77
Data Base ID—CIJEAPR78; EJ 170 852
Descriptors—Case Studies, *Females, *Researchers, *Role Conflict, *Sex Role, Social Science Research

Focuses on specific problems of being a female field researcher in relation to general methodological issues such as the establishment and maintenance of rapport and research relationships. Observations from twelve research studies are used to exemplify these problems. (Author/AM)

WE 004 268

Boundy, Kathleen B.

Eliminating Sex Bias and Discrimination in Vocational Education.

Journal Cit—Inequality in Education; 22; n22 p1 Jul 77
Data Base ID—CIJEAPR78; EJ 170 860
Descriptors—*Equal Education, Federal Legislation, Females, *Job Training, Secondary Education, *Sex Discrimination, Sex Stereotypes, State Action, *Vocational Education
Identifiers—*Education Amendments 1976, Sex Bias

Discusses the discrimination confronted by women students seeking job training in secondary vocational education programs, and the resultant denial of challenging employment opportunities. Reviews the development of federal legislation directed toward alleviating such discrimination. (Author/GC)

WE 004 269

Reardan, Nancy B.

Reversal of Historical Discrimination: Is It Constitutional?

Journal Cit—Crisis; v84 n10 p459-62 Dec 77
Data Base ID—CIJEAPR78; EJ 170 885
Descriptors—Admission Criteria, *Affirmative Action, *Constitutional Law, Racial Discrimination, *Reverse Discrimination, Sex Discrimination, Supreme Court Litigation
Identifiers—*Bakke v Regents of University of California

Recently the Supreme Court has emphasized that discriminatory intent must be proven before there can be a finding of a violation of the Constitution's Equal Protection Clause. The purpose of affirmative action and preferential admission policies is not to discriminate against white males, but to eradicate the perpetuation of historical discrimination against minorities and women. (Author/GC)

WE 004 270

Szymanski, Albert

The Effect of Earnings Discrimination Against Women on the Economic Position of Men.

Journal Cit—Social Forces; v56 n2 p611-25 Dec 77
Data Base ID—CIJEAPR78; EJ 170 896
Descriptors—Comparative Analysis, Economic Factors, *Females, *Income, *Males, *Sex Discrimination, *Socioeconomic Status

The results of an examination of the 1970 census show that discrimination against women does not affect the median annual income of males, but that the greater the discrimination against women, the more equal the male earnings distribution. (Author)

WE 004 271

Villemez, Wayne J.

Male Economic Gain From Female Subordination: A Caveat and Reanalysis.

Journal Cit—Social Forces; v56 n2 p626-36 Dec 77
Data Base ID—CIJEAPR78; EJ 170 897

Descriptors—*Conceptual Schemes, *Employment Patterns, Females, *Income, Measurement Techniques, *Sex Discrimination, Socioeconomic Status
Identifiers—*Sex Role Stereotypes
Shows that the gains which result from the economic subordination of females is a side effect of a complex labor market phenomena. (Author/AM)

WE 004 272
Stolzenberg, Ross M. D'Amico, Ronald J.
City Differences and Nondifferences in the Effect of Race and Sex on Occupational Distribution.
Journal Cit—American Sociological Review; v42 n6 p937-50 Dec 77
Note—Also cited in Sociological Abstracts, 78J3831
Data Base ID—CIJEAPR78; EJ 170 902
Descriptors—Comparative Analysis, *Employment Patterns, *Metropolitan Areas, Racial Differences, Sex Differences
That sexual differentiation and racial differentiation in the occupational structure does not vary substantially across U.S. metropolitan areas is a conclusion of this study. (Author/AM)

WE 004 273
Corbett, Michael And Others
Sexism Among College Students: Do Males and Females Differ?
Journal Cit—Youth and Society; v9 n2 p171-90 Dec 77
Data Base ID—CIJEAPR78; EJ 170 913
Descriptors—College Students, Females, Sex Differences, Sex Discrimination, *Student Attitudes
Identifiers—*Sex Role Stereotypes
Overall results indicate that males and females are not very different on specific issues relating to sexism, the ways in which these attitudes are organized, or in their levels of sexism. (Author)

WE 004 274
Gottlieb, David Chafetz, Janet Saltzman
Dynamics of Familial, Generational Conflict and Reconciliation: A Research Note.
Journal Cit—Youth and Society; v9 n2 p213-24 Dec 77
Data Base ID—CIJEAPR78; EJ 170 915
Descriptors—*Conflict Resolution, Family Relationship, *Generation Gap, Interpersonal Relationship, *Parent Child Relationship, Parents, Sex Differences
Results indicate that factors contributing to conflict vary significantly depending upon the sex of the child. (Author)

WE 004 275
Peng, Samuel S. And Others
Access to Higher Education: Results from the National Longitudinal Study of the High School Class of 1972.
Journal Cit—Educational Researcher; v6 n11 p3-7 Dec 77
Data Base ID—CIJEAPR78; EJ 170 916
Descriptors—*College Attendance, Higher Education, Longitudinal Studies, Racial Differences, Sex Differences, Social Class, *Trend Analysis
Identifiers—National Long Study High School Class 1972
This study reveals that sex and race differences are declining in both immediate and delayed entry to college. (Author/AM)

WE 004 276
Brown, David L.
Women In the Labor Force.
Journal Cit—Journal of Home Economics; v69 n5 p21-2 Nov 77
Note—Also cited in AGRICOLA, 78-9005317
Data Base ID—CIJEMAY78; EJ 171 067
Descriptors—Child Rearing, *Employment Patterns, Family Characteristics, Family Life, Females, Labor Force, *Role Perception, *Socioeconomic Influences, *Working Women
Discusses women's labor force activity and resultant changes in the economic and social structure of the family on consumption patterns, on the division of labor among spouses, and on child-rearing practices. (TA)

WE 004 277
Craig, Karen E.
Gainful Employment for Women: The Facts.
Journal Cit—Journal of Home Economics; v69 n5 p23-5 Nov 77
Note—Also cited in AGRICOLA, 78-9005318
Data Base ID—CIJEMAY78; EJ 171 068
Descriptors—Educational Responsibility, *Employment Patterns, *Heads of Households, Home Economics, Secondary Education, *Socioeconomic Influences, Statistical Data, *Working Women, Work Life Expectancy
Based on a series of articles in the November 1975 "Monthly Labor Review," this article provides statistics and discussion relevant to expected worklife of women, working wives, and working female heads of families. (TA)

WE 004 278
Nelson, Helen Y.
The Unpriced Services of the Unpaid Homemaker.
Journal Cit—American Vocational Journal; v52 n7 p36-8 Oct 77
Data Base ID—CIJEMAY78; EJ 171 115
Descriptors—Child Care, Family Income, Family Influence, *Family Management, *Homemaking Skills, Social Services
Identifiers—*Comparable Worth, *Homemakers
In support of the relevance of home economics as vocational education, the economic value of the housewife's work is reviewed and the wife's contributions (which are too intangible to price) to the family and society are discussed. (BM)

WE 004 279
New Opportunities for Women.
Journal Cit—Florida Vocational Journal; v3 n3 p11-13 Oct 77
Data Base ID—CIJEMAY78; EJ 171 131
Descriptors—Career Education, *Employment Services, Females, *Junior Colleges, Program Descriptions, Special Programs, *Vocational Education, *Womens Education
Identifiers—Florida, Womens Centers
Brief descriptions of employment and educational programs in women's centers of nine Florida junior and community colleges. (JT)

WE 004 280
Denmark, Florence L.
Styles of Leadership.
Journal Cit—Psychology of Women Quarterly; v2 n2 p99-112 Win 77
Note—Paper presented at the Annual Meeting of the American Psychological Association (Washington, D. C., September 1976)
Data Base ID—CIJEMAY78; EJ 171 182
Descriptors—*Behavior Patterns, *Females, Group Behavior, *Leadership Qualities, *Leadership Styles, Sex Differences, Speeches, State Of The Art Reviews
Focus is on kinds of women leaders that emerge, styles of leadership utilized by women in contrast to those utilized by men, and effects these kinds of leadership have on group behavior. (Author)

WE 004 281
Wiegers, Rebecca M. Frieze, Irene Hanson
Gender, Female Traditionality, Achievement Level, and Cognitions of Success and Failure.
Journal Cit—Psychology of Women Quarterly; v2 n2 p125-36 Win 77
Data Base ID—CIJEMAY78; EJ 171 184
Descriptors—*Academic Ability, *Expectation, High School Students, Sex Differences, Sex Stereotypes, *Success Factors
Differences in ratings of initial expectancy of success, perceived scholastic ability, and causal attributions were assessed for male and female high school students for a simulated academic test. As predicted, higher expectancies were found for high performance achievers and nontraditional females. (Author)

WE 004 282
Abernathy, Roger W. And Others
The Impact of an Intensive Consciousness-Raising Curriculum on Adolescent Women.
Journal Cit—Psychology of Women Quarterly; v2 n2 p138-47 Win 77
Data Base ID—CIJEMAY78; EJ 171 185
Descriptors—*Adolescents, Curriculum Evaluation, *Females, *Feminism, Group Behavior, High School Curriculum, Program Effectiveness, Secondary Education, *Self Actualization, Sex Stereotypes
Identifiers—*Consciousness Raising Groups
Impact of a consciousness-raising module offered in 50-minute class periods over 20 consecutive school days to junior and senior high school women was evaluated. Women who participated became more liberal in their beliefs about women's rights and roles and also showed increases along several dimensions of self-actualization. (Author)

WE 004 283
Hurwitz, Robin Elaine White, Mary Alice
Effect of Sex-Linked Vocational Information on Reported Occupational Choices of High School Juniors.
Journal Cit—Psychology of Women Quarterly; v2 n2 p149-56 Win 77
Data Base ID—CIJEMAY78; EJ 171 186
Descriptors—High School Students, *Occupational Choice, *Occupational Information, Sex Stereotypes
Identifiers—*Occupational Status
Information about new occupational opportunities for women was read by 144 high school juniors, while 106 other juniors read information about opportunities in general. All students subsequently selected occupations. Differences were found in the "status" of occupations chosen for boy versus girl profiles. (Author)

WE 004 284
Omvig, Clayton P. Thomas, Edward G.
Relationship Between Career Education, Sex and Career Maturity of Sixth and Eighth Grade Pupils.
Journal Cit—Journal of Vocational Behavior; v11 n3 p322-30 Dec 77
Data Base ID—CIJEMAY78; EJ 171 201
Descriptors—*Career Education, Followup Studies, Grade 6, Grade 8, *Program Effectiveness, Sex Differences, Vocational Development, *Vocational Maturity
The present study was designed to assess effects of career education on career maturity and consider sex differences. The career education program again, as in 1975, had a positive effect in increasing students' levels of career maturity. Sex differences were observed on subscores of the Career Maturity Inventory (CMI). (Author)

WE 004 285
Ritchie, Richard J. Boehm, Virginia R.
Biographical Data as a Predictor of Women's and Men's Management Potential.
Journal Cit—Journal of Vocational Behavior; v11 n3 p363-7 Dec 77
Data Base ID—CIJEMAY78; EJ 171 204
Descriptors—Administrative Personnel, Biographical Inventories, Females, Males, *Management Development, *Predictive Validity, Predictor Variables, *Test Validity
A scoreable biographical data key was developed for a group of women lower level managers, and

applied to male and female managers. Showed statistical validity for both the cross-validation sample and for the samples of female and male managers. (Author)

WE 004 286

Shively, Michael G. DeCecco, John P.

Components of Sexual Identity.

Journal Cit—Journal of Homosexuality; v3 n1 p41-8 F 77

Data Base ID—CIJEMAY78; EJ 171 211

Descriptors—Developmental Psychology, Females, Homosexuality, *Identification (Psychological), Males, Psychological Characteristics, Sex Role, *Sexuality, State Of The Art Reviews

Identifiers—*Sex Identity

This paper examines the four components of sexual identity: biological sex, gender identity, social sex-role, and sexual orientation. Theories about the development of each component and how they combine and conflict to form the individual's sexual identity are discussed. (Author)

WE 004 287

Erickson, V. Lois

Beyond Cinderella: Ego Maturity and Attitudes toward the Rights and Roles of Women.

Journal Cit—Counseling Psychologist; v7 n1 p83-8 77

Data Base ID—CIJEMAY78; EJ 171 276

Descriptors—Developmental Psychology, *Females, *Feminism, *Maturation, *Personality Development, *Self Concept, Sex Role, Social Attitudes

An Analysis of responses to the Spence-Helmreich Attitudes Toward Women Scale by the Loevinger-Wessler Stages of ego development is presented in this article. The ANOVA results show a clear trend for attitude scores of women to increase toward equality and choice as their ego stage increases. (Author)

WE 004 288

Cowie, Elizabeth

Women, Representation and the Image.

Journal Cit—Screen Education; 23; n23 p1 Sum 77

Data Base ID—CIJEMAY78; EJ 171 316

Descriptors—Cognitive Processes, *Conceptual Schemes, Content Analysis, *Females, Higher Education, Mass Media, *Sex Discrimination, *Sex Stereotypes, *Visual Perception

Examines the implications of image analysis and discusses two different strategies, one relating to content and one relating to form. (MH)

WE 004 289

Westmoreland, Reg And Others

News Writing Styles of Male and Female Students.

Journal Cit—Journalism Quarterly; v54 n3 p599-601 F 77

Data Base ID—CIJEMAY78; EJ 171 434

Descriptors—College Students, Comparative Analysis, Content Analysis, Females, *Language Styles, Males, *News Writing, Sex Differences

A study of news writing styles of male and female college students indicated that some discernible differences in lexical habits do exist between the sexes. (GW)

WE 004 290

Klotman, Phyllis Rauch

"Oh Freedom"-Women and History in Margaret Walker's "Jubilee".

Journal Cit—Black American Literature Forum; v11 n4 p139-45 Win 77

Data Base ID—CIJEMAY78; EJ 171 484

Descriptors—*American Literature, *Black History, *Black Literature, Civil War (United States), *Females, *Fiction, Literary Analysis, Novels, Reconstruction Era, Slavery

Identifiers—*Walker (Margaret)

Discusses the way in which Margaret Walker's novel "Jubilee" successfully portrays black American history during the period of slavery, the Civil War years, and Reconstruction, as seen by the women who lived it. (GW)

WE 004 291

Miner, John B.

Motivational Potential for Upgrading Among Minority and Female Managers.

Journal Cit—Journal of Applied Psychology; v62 n6 p691-7 Dec 77

Note—Also cited in Psychological Abstracts, 60-6317 and ABI/Inform, 78000046

Data Base ID—CIJEMAY78; EJ 171 503

Descriptors—*Administrative Personnel, *Minority Groups, *Motivation, Tables (Data), *Working Women

The data suggest that minority males might provide a major source of potential talent for upgrading into middle-management levels and above and also yield no support for the hypothesis that white female managerial potential for upgrading is less than that of white male managers. (Author)

WE 004 292

French, Larry L.

All Things Being Equal . . . General Electric Co. v. Gilbert: An Analysis.

Journal Cit—Journal of Law and Education; v7 n1 p21-30 Jan 78

Data Base ID—CIJEMAY78; EJ 171 559

Descriptors—*Constitutional Law, Employer Employee Relationship, Equal Protection, Fringe Benefits, *Health Insurance, *Pregnancy, *Sex Discrimination, *Supreme Court Litigation

Identifiers—*General Electric Co v Gilbert

Analyzes the U.S. Supreme Court's recent decision in General Electric Co. v. Gilbert that a disability benefits plan is not discriminatory on the basis of sex because of its failure to cover pregnancy-related disabilities. Discusses implications of the decision for public school districts. (JG)

WE 004 293

Rodenstin, Judith And Others

Career Development of Gifted Women.

Journal Cit—Gifted Child Quarterly; v21 n3 p340-58 F 77

Data Base ID—CIJEMAY78; EJ 171 799

Descriptors—Elementary Secondary Education, Females, *Gifted, Program Descriptions, *Student Needs, *Talented Students, *Vocational Development

Identifiers—Research and Guidance Laboratory WI

Career development needs of gifted and talented students are discussed, and activities of the Research and Guidance Laboratory (Madison, Wisconsin) are reviewed. (SBH)

WE 004 294

Simpson, Julia

Developmental Process Theory as Applied to Mature Women.

Journal Cit—Gifted Child Quarterly; v21 n3 p359-72 F 77

Data Base ID—CIJEMAY78; EJ 171 800

Descriptors—Adults, *Developmental Stages, *Females, *Gifted, Literature Reviews

Literature on developmental process theory is reviewed and related to development of gifted women. (SBH)

WE 004 295

Welsh, George S. Baucom, Donald H.

Sex, Masculinity-Femininity, and Intelligence.

Journal Cit—Intelligence; v1 n2 p218-33 Apr 77

Data Base ID—CIJEMAY78; EJ 171 822

Descriptors—Females, *Intelligence, Intelligence Differences, Males, Sex Differences

Identifiers—*Femininity, *Masculinity

Two studies examined differences in intellectual ability associated with masculinity and femininity in high school and college students.

WE 004 296

Dodd, Judy Egelston

Overcoming Occupational Stereotypes Related to Sex and Deafness.

Journal Cit—American Annals of the Deaf; v122 n5 p489-91 Oct 77

Note—Also cited in Psychological Abstracts, 60-6200

Data Base ID—CIJEMAY78; EJ 171 873

Descriptors—Aurally Handicapped, *Deaf, Exceptional Child Research, Post Secondary Education, Sex Role

Identifiers—*Occupational Stereotypes

Two-hundred ninety-seven summer students at National Technical Institute for the Deaf rated 40 jobs as appropriate for males only, females only or both males and females. (Author)

WE 004 297

Brians, Donna M. Quann, C. James

Women in Academe: Enrollment Trends at Washington State University.

Journal Cit—College and University; v53 n1 p15-32 F 77

Data Base ID—CIJEMAY78; EJ 172 037

Descriptors—Academic Achievement, Age, College Students, Departments, *Enrollment Trends, *Females, State Universities, *Womens Education

Identifiers—*Washington State University

Four areas were selected for an in-depth study of WSU women from 1971 through 1975: enrollment trends, scholastic achievement, age patterns, and attrition rates. Areas were chosen where clear trends were seen, significant changes had taken place in the past few years, and where sufficient data were available. (Author/LBH)

WE 004 298

Gomberg, Irene L. Atelsek, Frank J.

Who's on the Governing Board?

Journal Cit—AGB Reports; v19 n6 p22-5 Nov/-Dec 77

Data Base ID—CIJEMAY78; EJ 172 051

Descriptors—Board Administrator Relationship, Females, Governance, *Governing Boards, Higher Education, Individual Characteristics, National Surveys, *Trustees

Highlights of the survey by the Higher Education Panel of the American Council on Education of the makeup of governing boards and profile of governing board members are presented. Findings are correlated by institutional size and type. (LBH)

WE 004 299

Davis, Jerry S.

Paying for College Costs: Does the Student's Sex Make a Difference?

Journal Cit—Journal of Student Financial Aid; v7 n3 p21-34 Nov 77

Data Base ID—CIJEMAY78; EJ 172 074

Descriptors—College Students, Females, *Financial Support, Income, Males, Sex Differences, *Student Financial Aid, Student Loan Programs

Identifiers—California, New Jersey, Pennsylvania

Data from statewide Student Resource Survey studies in New Jersey, California, and Pennsylvania review whether there are sex-related differences in (1) total resources available to students, (2) amounts and percentages of resources available from different sources, and (3) the way financial aid is distributed. (LBH)

WE 004 300

Cox, Marci Astin, Alexander W.

Sex Differentials in Faculty Salaries.

Journal Cit—Research in Higher Education; v7 n4 p289-98 77

Data Base ID—CIJEMAY78; EJ 172 163

Descriptors—College Faculty, Comparative Analysis, Females, Higher Education, *Salary Differentials, Sex Discrimination, Statistical Data, *Teacher Salaries, *Women Professors

The hypothesis of a direct link between institutional pay scales and faculty sex ratios is examined based on HEGIS and AAUP data. Results suggest that eliminating sex bias in faculty pay within individual institutions will not achieve parity for women until higher-paying institutions recruit more women or those with more women upgrade pay scales. (Author/LBH)

WE 004 301

Cooper, B. Lee

The Traditional and Beyond: Resources for Teaching Women's Studies.

Journal Cit—Audiovisual Instruction; v22 n10 p14-8,45 Dec 77

Data Base ID—CIJEMAY78; EJ 172 248

Descriptors—Music, *Resource Guides, Science Fiction, *Womens Studies

A listing is provided of resources for teaching women's studies, including traditional textbooks and periodicals, popular music, and science fiction resources. Nine objectives of women's studies programs are suggested. (STS)

WE 004 302

Thomas, Janet

Adam and Eve Revisited–The Making of a Myth or the Reflection of Reality?

Journal Cit—Human Development; v20 n6 p326-51 77

Data Base ID—CIJEMAY78; EJ 172 344

Descriptors—*Biological Influences, *Feminism, Historical Reviews, Literature Reviews, *Nature Nurture Controversy, *Psychological Characteristics, Sex Differences, Socialization

This paper presents a critique of recent attempts to explain psychological differences between the sexes in terms of biology. (BD)

WE 004 303

Saavedra-Vela, Pilar

Hispanic Women in Double Jeopardy.

Journal Cit—Agenda; v7 n6 p4-7 Nov/Dec 77

Data Base ID—CIJEMAY78; EJ 172 386

Descriptors—Community Organizations, *Females, *Feminism, National Organizations, *Organizational Climate, *Organizations (Groups), Role Perception, *Spanish Speaking

Hispanas have been reluctant to participate in the feminist movement because of the general insensitivity to minority women's issues. On the other hand, national Hispanic groups tend to relegate women to a secondary status where their needs are subordinate to the priorities drawn up by the organizations' male-dominated leadership. Therefore, Hispanas have organized their own vehicles for change. (NQ)

WE 004 304

Joyce, Nancy Cahill Hall, P. Quick

Women Researchers Analyze Education, Job Barriers.

Journal Cit—Science; v198 n4320 p917-8 Dec 77

Data Base ID—CIJEMAY78; EJ 172 511

Descriptors—Conference Reports, Minority Role, *Researchers, Science Education, *Scientific Research, Sex Role, Women Teachers, Working Women

Reports on the proceedings of the Conference on the Participation of Women in Scientific Research. (SL)

WE 004 305

Connolly, Terry Burks, Esther Lee

Women in Science and Engineering: Characteristics and Experiences of Established Professionals.

Journal Cit—Engineering Education; v68 n3 p234-40 Dec 77

Data Base ID—CIJEMAY78; EJ 172 523

Descriptors—Career Opportunities, *Engineers, National Surveys, *Scientists, Working Women

Identifiers—*Nontraditional Career Choice

Reports results of a survey of the characteristics, work experience, goals, problems, and perceived treatment of women scientists and engineers. (SL)

WE 004 306

Burke, Edmund J.

Physiological Effects of Similar Training Programs in Males and Females.

Journal Cit—Research Quarterly; v48 n3 p510-7 Oct 77

Data Base ID—CIJEMAY78; EJ 172 665

Descriptors—Human Body, *Physical Development, *Physical Fitness, Sex Differences, *Training

Identifiers—*Aerobics, Women Athletes

The average female can expect relative improvement in aerobic power similar to that of a male following a period of systematic training. (Author/MJB)

WE 004 307

Bernard, Harold S.

The Women's Movement: A New Challenge for College Mental Health.

Journal Cit—Journal of the American College Health Association; v26 n2 p70-2 Oct 77

Note—Also cited in MEDLARS

Data Base ID—CIJEMAY78; EJ 172 748

Descriptors—College Students, *Interpersonal Relationship, *Psychotherapy, Sex Stereotypes, *Stress Variables

Identifiers—*Womens Liberation Movement

The author examines the stress effects that the women's movement has on women, on men, and on male-female relationships, and makes several observations on the implications this stress has for therapists working with college couples. (MJB)

WE 004 308

Diedreck, Elenore

Women's Work in a Time of Transition.

Journal Cit—Journal of the American College Health Association; v26 n2 p73-5 Oct 77

Note—Also cited in MEDLARS

Data Base ID—CIJEMAY78; EJ 172 749

Descriptors—*Career Opportunities, Change Strategies, Day Care Services, *Equal Opportunities (Jobs), Job Training, Parent Influence, Sex Discrimination, *Social Responsibility, Working Women

Solutions to the traditional handicaps placed on women aspiring to a career are emotional backing and support by parents for the young girl to realize her potential, and support by society for job training and day care. (MJB)

WE 004 309

Kaplan, Leah H. Pao, Jane

Problems Facing Women Students in Schools of Medicine, Law, and Business.

Journal Cit—Journal of the American College Health Association; v26 n2 p76-8 Oct 77

Note—Also cited in MEDLARS

Data Base ID—CIJEMAY78; EJ 172 750

Descriptors—*Adjustment Problems, *Change Strategies, College Students, *Females, Professional Education, School Surveys, *Stress Variables, *Student Problems

Identifiers—*Stanford University CA

An exploratory questionnaire identified some of the educational, emotional, and social problems afflicting women students in Stanford University's schools of medicine, law, and business. Various methods for combatting these stresses were developed by the Office of the Dean for Women Students in cooperation with the female students themselves. (MJB)

WE 004 310

Cleland, Donna

Preparing Women Coaches and Athletic Administrators.

Journal Cit—Journal of Physical Education and Recreation; v48 n8 p18-9 Oct 77

Data Base ID—CIJEMAY78; EJ 172 790

Descriptors—Administrator Education, *Athletic Coaches, *Career Opportunities, *Job Market, *Physical Education, *Womens Athletics

In the field of physical education training for women the possibilities for positions as athletic coaches or administrators should not be overlooked. (JD)

WE 004 311

Ingram, Anne

Administrators of Combined Departments are Needed Who Desire the Welfare of All.

Journal Cit—Physical Educator; v34 n3 p135-8 Oct 77

Data Base ID—CIJEMAY78; EJ 172 807

Descriptors—Administrative Personnel, Athletics, Discriminatory Attitudes (Social), *Educational Administration, Equal Opportunities (Jobs), *Physical Education, *Sex Discrimination

The role of the administrator of physical education and athletics must be one of grouping faculty and coaches on the basis of training, ability, industry, and talent, rather than sex. (MJB)

WE 004 312

Anderson, Julie A. Murphy, Norman C.

An Empirical Approach to Salary Discrimination: With Case Study of Sex Discrimination in Education.

Journal Cit—Educational Research Quarterly; v2 n1 p48-57 Spr 77

Data Base ID—CIJEMAY78; EJ 172 823

Descriptors—Administrative Personnel, Case Studies, Elementary Secondary Education, Evaluation Methods, Learning Specialists, *Salary Differentials, *School Personnel, *Sex Discrimination, *Statistical Analysis, Teachers

A statistical method to determine sex discrimination in salaries considered known differential variables which can legitimately be used to determine salary level apart from discrimination based on improper criteria, such as race, sex, religion, etc. This case study of a group of educators exemplifies salary discrimination based on sex. (Author/MV)

WE 004 313

Underwood, June

Leadership Training in the Business Curriculum.

Journal Cit—Business Education Forum; v32 n3 p5-6,8 Dec 77

Data Base ID—CIJEJUN78; EJ 172 982

Descriptors—*Business Administration, Career Planning, Curriculum Development, *Females, Individual Needs, *Leadership Training, *Management Education, Sex Discrimination

Briefly describes a study which concluded that women who aspire to management careers need special training in areas not covered by on-the-job technical training or management theory. Discussion also covers educational implications, counseling for career planning, and leadership training, with some emphasis on women's special needs. (SH)

WE 004 314

Michelotti, Kopp

Educational Attainment of Workers, March 1977.

Journal Cit—Monthly Labor Review; v100 n12 p53-7 Dec 77

Data Base ID—CIJEJUN78; EJ 172 999

Descriptors—Educational Background, *Educational Experience, *Employment Patterns, Labor Force, National Demography, Racial Differences, Regional Characteristics, Sex Differences, Unemployment

Analyzes the relationship between education and labor market activity and examines differences in educational attainment among the various demographic groups in the labor force as well as among the major regions of the country. (TA)

WE 004 315

Park, Rosemarie J.

Women in Adult Basic Education.

Journal Cit—Lifelong Learning: The Adult Years; v1 n4 p12-3,21 Dec 77

Data Base ID—CIJEJUN78; EJ 173 048

Descriptors—Administrator Selection, *Adult Basic Education, *Employment Level, Females, Part Time Teachers, Sex Discrimination, State Surveys, Teacher Employment, *Teacher Promotion, *Women Teachers

A survey of adult basic education (ABE) program directors in five states revealed that most ABE teachers are women and work part-time without benefits while most ABE administrators are men who are employed full-time. Concludes that women employed in ABE are victims of discrimination. (EM)

WE 004 316

Gade, Eldon M. Peterson, Glen

Intrinsic and Extrinsic Work Values and the Vocational Maturity of Vocational-Technical Students.

Journal Cit—Vocational Guidance Quarterly; v26 n2 p125-9 Dec 77

Data Base ID—CIJEJUN78; EJ 173 204

Descriptors—Higher Education, Research Projects, Sex Differences, *Student Attitudes, Vocational Counseling, *Vocational Maturity, *Work Attitudes

Compared with men, women were found to be vocationally more mature and their intrinsic work values were more related to vocational maturity. (Author)

WE 004 317

Judd, Larry R. Smith, Carolyn B.

The Relationship of Age, Educational Classification, Sex, and Grade to Self-Concept and Ideal Self Concept in a Basic Speech Course.

Journal Cit—Communication Education; v26 n4 p289-97 Nov 77

Data Base ID—CIJEJUN78; EJ 173 261

Descriptors—Academic Achievement, Age Differences, Higher Education, *Self Concept, Sex Differences, Speech Communication

Discusses results of a field study indicating that an individual's sex and course grade accounted for a significant portion of the variance of final self concept scores. (MH)

WE 004 318

Johnson, Fern L. Goldman, Lynda

Communication Education for Women: A Case for Separatism.

Journal Cit—Communication Education; v26 n4 p319-26 Nov 77

Data Base ID—CIJEJUN78; EJ 173 265

Descriptors—Course Descriptions, *Females, Higher Education, Interpersonal Relationship, Public Speaking, *Speech Communication, Womens Education, *Womens Studies

Presents a rationale for designing and teaching communication courses for women and provides examples of how the rationale has been applied. (MH)

WE 004 319

Mack, Molly A.

What's Wrong with Female English Teachers?

Journal Cit—College English; v39 n5 p603-5 Jan 78

Data Base ID—CIJEJUN78; EJ 173 283

Descriptors—*English Instruction, *Females, Higher Education, Secondary Education, *Student Attitudes

Identifiers—*Sex Bias

Identifies a sexist bias against female teachers in several essays about racial bias in language instruction and suggests that students actually prefer female English teachers, according to an informal student survey. (DD)

WE 004 320

McMahan, Earl

The Role of the Experimenter in Observed Sex Differences in Conservation Acquisition.

Journal Cit—Journal of Psychology; 94; n94 p2 Nov 76

Data Base ID—CIJEJUN78; EJ 173 376

Descriptors—Child Development, Concept Formation, *Conservation (Concept), *Experimenter Characteristics, Grade 1, Sex Differences

Experimenter's sex appears to be an important factor in conservation assessment at the first-grade level. (RL)

WE 004 321

Law, Linda D. Throop, Bob

Humanistic Supervision: Getting Women Into the Inner Circle.

Journal Cit—Catalyst for Change; v7 n2 p14-6 Win 78

Data Base ID—CIJEJUN78; EJ 173 542

Descriptors—Change Strategies, Educational Administration, Elementary Secondary Education, Occupational Aspiration, *Promotion (Occupational), Staff Improvement, *Teacher Administrator Relationship, *Teacher Supervision, *Women Teachers, Working Women

Suggests how educational administrators can change their supervisory behavior to promote supportive relationships that will foster new growth patterns for women teachers who want to become administrators. (JG)

WE 004 322

Milgram, Roberta M. And Others

Creative Activity and Sex-Role Identity in Elementary School Children.

Journal Cit—Perceptual and Motor Skills; v45 n2 p371-6 Oct 77

Note—Also cited in Psychological Abstracts, 60-7523

Data Base ID—CIJEJUN78; EJ 173 657

Descriptors—Cognitive Ability, *Creative Activities, Creative Thinking, Elementary School Students, Exceptional Child Research, *Gifted, Sex Differences

Identifiers—*Sex Identity

WE 004 323

Shiffrin, Mark A.

Washington: What's Ahead.

Journal Cit—Change; v10 n2 p44-5 Feb 78

Data Base ID—CIJEJUN78; EJ 173 862

Descriptors—Affirmative Action, *Equal Education, Federal Aid, Federal Legislation, *Higher Education, Institutional Autonomy, Sex Discrimination

Identifiers—*Compliance (Legal), Higher Education Act Title IX, Tax Credits

By summer of 1978, the Office of Civil Rights expects higher education institutions to be in compliance with Title IX of the Higher Education Act, the provision mandating equal treatment of the sexes. Implications are discussed, especially in the areas of access for the handicapped and the tuition tax credit. (LBH)

WE 004 324

Tanur, Judith M. Coser, Rose L.

Pockets of "Poverty" in the Salaries of Academic Women.

Journal Cit—AAUP Bulletin; v64 n1 p26-30 Mar 78

Note—Also cited in PAIS, 780103746

Data Base ID—CIJEJUN78; EJ 173 929

Descriptors—Females, Higher Education, *Predictor Variables, *Salary Differentials, Sex Discrimination, *Teacher Salaries, *Women Professors, Working Women

It is hypothesized that three factors would predispose women in specifiable positions to lower-than-expected salaries: length of service, rank, and proportion of females in the field. A multiple regression technique is used. (LBH)

WE 004 325

Conway, Jill

Women's Place.

Journal Cit—Change; v10 n3 p8-9 Mar 78

Data Base ID—CIJEJUN78; EJ 173 941

Descriptors—*Coeducation, *Equal Education, *Females, Higher Education, Sex Discrimination, Social Attitudes, *Womens Education

Identifiers—*Womens Colleges

No matter what social goals or federal laws exist, it will be a long time before the informal social environment in America's male-dominated colleges and universities will serve women students as well as men, suggests the president of Smith College. Until then "for women only" institutions are needed. (Author/LBH)

WE 004 326

Cassara, Beverly B.

The Academic Woman: West Berlin and Washington.

Journal Cit—Change; v10 n3 p46-7,64 Mar 78

Data Base ID—CIJEJUN78; EJ 173 943

Descriptors—Career Ladders, *College Faculty, *Cross Cultural Studies, Employment Opportunities, Equal Opportunities (Jobs), *Females, Higher Education, Social Attitudes, *Women Professors

Identifiers—*West Germany

Similarities between the status of academic women in West Berlin and the U.S. are discussed. Consideration is given to university structure, roles having status and prestige, retrenchment in hiring, discriminatory attitudes, aspiration, and administrative opportunities. (LBH)

WE 004 327

White, Kathleen M. Friedman, Bruce

Conservation of Volume in College Students: Challenging Elkind.

Journal Cit—Journal of Genetic Psychology; v131 n2 p183-94 Dec 77

Data Base ID—CIJEJUN78; EJ 174 069

Descriptors—*Cognitive Development, College Students, Concept Formation, *Conservation (Concept), Sex Differences

Identifiers—*Elkind (David)

This paper presents a challenge to a widely cited report by Elkind which states that a large proportion of college students, particularly females, are unable to conserve volume. (BD)

WE 004 328

Musgrave, Ray S.

Historical Report: Women in the History of Psychology in Mississippi.

Journal Cit—Southern Journal of Educational Research; v11 n4 p197-204 F 77

Data Base ID—CIJEJUN78; EJ 174 138

Descriptors—*Educational History, *Females, Professional Associations, *Professional Recognition, *Psychologists, *Women Professors

Identifiers—*Mississippi

The first member of the American Psychological Association in Mississippi was a woman, and the field has been influenced by women continuously to the present. (NQ)

WE 004 329

Hofman, Helenmarie H.

An Assessment of Eight-Year-Old Children's Attitudes Toward Science.

Journal Cit—School Science and Mathematics; v77 n8 p662-70 Dec 77

Data Base ID—CIJEJUN78; EJ 174 243

Descriptors—*Curriculum Evaluation, Elementary School Science, Elementary School Students, *Sciences, *Student Attitudes

A total of 79 children, enrolled in 8-month treatments in a textbook series and a science course improvement program, were tested for their attitudes toward science, the scientific process and scientists. Few significant differences between groups and sexes were found. (CP)

WE 004 330

Hoagland, K. Elaine

Women in Science Seek Equal Opportunities.

Journal Cit—BioScience; v27 n12 p830-1 Dec 77

Data Base ID—CIJEJUN78; EJ 174 265

Descriptors—*Equal Opportunities (Jobs), *Science Careers, Sex Discrimination, Sex Role, Womens Education, Working Women

Identifiers—American Association for Advancement of Science, National Science Foundation

Women scientists met to make policy recommendations on issues related to the participation of women in scientific research. The group suggested programs that would reduce sex-role stereo-typing at the lower educational levels as a way to prevent the wastage of talent that they feel now occurs in the sciences. (Author/MA)

WE 004 331

Heikkinen, Henry

Sex Bias in Chemistry Texts: Where is Woman's "Place"?

Journal Cit—Science Teacher; v45 n1 p16-21 Jan 78

Data Base ID—CIJEJUN78; EJ 174 477

Descriptors—*Chemistry Instruction, Content Analysis, Science Education, Secondary Education, Secondary School Science, Sex Stereotypes, *Textbook Bias, Textbook Evaluation

Identifiers—*Sex Bias

Reports the results of an investigation of sex stereotyping in 17 high school chemistry textbooks. Results indicate definite sex bias in all books reviewed with a greater portrayal of male roles and activities. (SL)

WE 004 332

MacDowell, Michael A. And Others

Does Sex Really Matter?

Journal Cit—Journal of Economic Education; v9 n1 p28-33 F 77

Data Base ID—CIJEJUN78; EJ 174 489

Descriptors—*Cognitive Style, Comparative Analysis, Cultural Factors, *Economic Education, Females, Higher Education, Learning, Males, *Performance Factors, Secondary Education, Sex Differences

Examines when the male-female performance differential first appears in terms of students' ability to grasp basic economic concepts. Sex-linked differences in learning seem to begin between the late high school years and the sophomore year of college. The authors believe the differences are cultural in origin and they present several hypotheses. (Author/AV)

WE 004 333

Huckle, Patricia

Back to the Starting Line: Title IX and Women's Intercollegiate Athletics.

Journal Cit—American Behavioral Scientist; v21 n3 p379-92 Jan/Feb 78

Data Base ID—CIJEJUN78; EJ 174 525

Descriptors—*Athletic Programs, *Females, Higher Education, *Intercollegiate Programs, Power Structure, Social Influences, Socioeconomic Influences, *Womens Athletics

Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

Focuses on demands by women for greater resources and choices in intercollegiate athletics as a response to Title IX of the Education Amendments of 1972. Concludes that, although some positive changes have resulted from political intervention and social change, full equality in intercollegiate athletics is unlikely in the near future. (Author/DB)

WE 004 334

Bielby, Denise D.

Career Sex-Atypicality and Career Involvement of College Educated Women: Baseline Evidence from the 1960's.

Journal Cit—Sociology of Education; v51 n1 p7-28 Jan 78

Note—Also cited in Sociological Abstracts, 78J3812

Data Base ID—CIJEJUN78; EJ 174 534

Descriptors—Academic Achievement, Career Choice, College Graduates, College Majors, *Educational Sociology, *Females, Longitudinal Studies, Social Influences

Identifiers—*Nontraditional Career Choice

Examines factors affecting career continuity of college-educated women who are pursuing sex-atypical careers. A longitudinal study of 1685 female college graduates from 1961 indicated that significant determinants of sex-atypical career involvements are: (1) quality and type of schooling and (2) previous involvement with sex-atypical career fields. Effects of marital and family commitments are also discussed. (Author/AV)

WE 004 335

Alpern, Mildred

Images of Women in European History.

Journal Cit—Social Education; v42 n3 p220-4 Mar 78

Data Base ID—CIJEJUN78; EJ 174 541

Descriptors—Elementary Secondary Education, *European History, Females, *Historiography, Political Attitudes, Social Status, Social Studies, *Womens Studies

Suggests an approach to the teaching of European history which emphasizes the role of women. Discusses women's social and political roles during the Renaissance, amid 19th century European liberalism, and as reflected in 20th century visual and literary arts. (AV)

WE 004 336

Gordon, Donald A.

Children's Beliefs in Internal-External Control and Self-Esteem as Related to Academic Achievement.

Journal Cit—Journal of Personality Assessment; v41 n4 p383-6 Aug 77

Data Base ID—CIJEJUN78; EJ 174 702

Descriptors—*Academic Achievement, Elementary School Students, *Locus of Control, Middle Class, *Self Esteem, Sex Differences, Socialization

An internal locus of control (LOC) orientation was significantly related to academic achievement and high self-esteem. For males, LOC was related to grade point averages and not achievement test scores, while the reverse held for females. Differential socialization of females from males might account for the lack of relationship between grades and LOC. (Author/EVH)

WE 004 337

Burlew, Ann Kathleen

Career and Educational Choices Among Black Females.

Journal Cit—Journal of Black Psychology; v3 n2 p88-106 Feb 77

Data Base ID—CIJEJUN78; EJ 174 833

Descriptors—Academic Achievement, *Aspiration, Attitudes, *Blacks, *Career Choice, *Females, Models, *Motivation, Sex Role, Trend Analysis

This article identifies some of the motivational and attitudinal factors that are likely to influence career choice and educational attainment among black females. (Author/AM)

WE 004 338

Stewart, Abigail J. Winter, David G.

The Nature and Causes of Female Suppression.

Journal Cit—Signs; v2 n3 p531-53 Spr 77

Data Base ID—CIJEJUN78; EJ 174 840

Descriptors—*Economic Status, *Females, *Social Exchange Theory, *Social Status, Womens Education

Identifiers—Engels (Frederick), Friedan (Betty), Parsons (Talcott)

Cross-national data and social science techniques of data analysis were used to examine the nature and causes of female suppression. Social-educational status and economic status were isolated as two independent aspects of female status. This analysis is discussed in relation to other social, economic and feminist theories. (Author/GC)

WE 004 339

Lee, Susan Dye

Audiovisual Teaching Materials.

Journal Cit—Signs; v2 n3 p651-63 Spr 77

Data Base ID—CIJEJUN78; EJ 174 841

Descriptors—*Audiovisual Aids, *Females, *Feminism, *Filmographies, Films, Higher Education, History, Social Sciences, *Womens Studies

In this article recent audiovisual materials on women suitable for college level history and social science courses are reviewed. Feminist films oriented toward contemporary issues have been omitted, though some of these are listed in the annotated bibliography. This article would be of interest to anyone concerned with women's studies. (Author/GC)

WE 004 340

Vaughter, Reesa M. And Others

The Failure of Trait Theories to Predict Success.

Journal Cit—Signs; v2 n3 p664-74 Spr 77

Note—Also cited in Psychological Abstracts, 60-1168

Data Base ID—CIJEJUN78; EJ 174 842

Descriptors—*Ability, *Achievement, *Females, Sex Differences, Sex Discrimination, Sex Role, *Success Factors

Identifiers—*Occupational Status

The ability trait model of sex differences in achievement leads to the hypothesis that men and women of equal ability should attain equivalent levels of achievement. To test this hypothesis, vocational achievements of Phi Beta Kappa women and men were compared. The hypothesis was contradicted by the findings of the study. (Author/GC)

WE 004 341

Kennard, June A.

The History of Physical Education.

Journal Cit—Signs; v2 n4 p835-42 Sum 77

Data Base ID—CIJEJUN78; EJ 174 844

Descriptors—*Educational History, Feminism, Institutional Role, *Physical Education, Research Reviews (Publications), Social History, *Womens Athletics, Womens Education

Women have played an active role in the development of modern American physical education since its emergence in the mid-nineteenth century. Factors which have influenced the course of women's physical education are discussed in this article. Recent biographical, institutional, and social research on the subject is reviewed. (Author/GC)

WE 004 342

Roye, Wendell J.

The Myth of Affirmative Action.

Journal Cit—Journal of Intergroup Relations; v6 n2 p4-22 Dec 77

Data Base ID—CIJEJUN78; EJ 174 846

Descriptors—*Affirmative Action, *Equal Opportunities (Jobs), Federal Legislation, Racial Discrimination, Salary Differentials, Sex Discrimination

The legal and social intent of all the laws and regulations impacting directly upon affirmative action is simple, clear, and compatible with democratic, constitutional concepts. The question of whether affirmative action is actually benefiting those it should is addressed in this article. (Author/GC)

WE 004 343

Lewis, Cynthia

Plessy Revived: The Separate But Equal Doctrine and Sex-Segregated Education.

Journal Cit—Harvard Civil Rights-Civil Liberties Law Review; v12 n3 p585-648 Sum 77

Data Base ID—CIJEJUN78; EJ 174 898

Descriptors—*Court Cases, *Educational History, *Educational Policy, Elementary Secondary Education, *Equal Education, *Females, Higher Education, Public Schools, Sex Discrimination

This article focuses on sex-segregated public educational institutions at the elementary, secondary, and college level. It develops two major arguments against sex segregation. (Author/AM)

WE 004 344

Eiden, Leo J.

Statistic of the Month: Salaries of Selected College Administrators.

Journal Cit—American Education; v13 n9 p30 Nov 77

Data Base ID—CIJEJUL78; EJ 174 916

Descriptors—*Administrative Personnel, *College Administration, Females, Higher Education, Males, *Salaries

Identifiers—*National Center for Education Statistics

Evaluates data from the National Center for Education Statistics (NCES) that indicate average annual salaries paid to male and female administrators in institutions of higher education during the 1976-77 school year. (Author/RK)

WE 004 345

Gilligan, Carol

In a Different Voice: Women's Conception of the Self and of Morality.

Journal Cit—Harvard Educational Review; v47 n4 p481-517 77

Data Base ID—CIJEJUL78; EJ 174 986

Descriptors—Case Studies (Education), Critical Thinking, *Developmental Psychology, *Females, *Moral Development, *Self Concept, Sex Differences

Examines the limitations of several theories of developmental psychology, most notably Kohlberg's stage theory of moral development, and concludes that developmental theory has not given adequate expression to the concerns and experience of women. Argues for an expanded view of adulthood that would result from the integration of the "feminine voice" into developmental theory. (Editor/RK)

WE 004 346

Freitas, Barbara Cutney

Artistic Creativity and Images of the White Middle-Class American Woman.

Journal Cit—Journal of Thought; v12 n4 p271-9 Nov 77

Data Base ID—CIJEJUL78; EJ 175 075

Descriptors—*Artists, *Creativity, *Middle Class Mothers, Self Concept

Identifiers—*Sex Role Stereotypes

What are the traits of a creative artist? How do the roles and expectations for middle-class American women possibly affect the development of these traits? Attempts to answer these questions and suggest the positive outcomes that can develop from extending ourselves outward as artists, particularly for women who have traditionally been encouraged to do the opposite. (Author/RK)

WE 004 347

Jordan, Philip

Are Women's Colleges Necessary Today?

Journal Cit—New York Times sec 12; p13 Nov 13 77

Data Base ID—CIJEJUL78; EJ 175 100

Descriptors—*Coeducation, *Educational Environment, *Higher Education, Sex Role, *Womens Education

Identifiers—*Womens Colleges

Presents opposing viewpoints on the issue of whether women's colleges are the best way for educating women. Considers the effects of coeducation and how women develop in both situations as students and as individuals. (RK)

WE 004 348

Dullea, Georgia

Female Academics Find Progress Slow.

Journal Cit—New York Times sec 12; p13 Nov 13 77

Data Base ID—CIJEJUL78; EJ 175 101

Descriptors—Affirmative Action, Employment Practices, *Equal Opportunities (Jobs), Federal Court Litigation, School Statistics, Sex Discrimination, Tenure, *Women Teachers

Considers the difficulties women face in realizing sex equality in teaching and administrative positions. (RK)

WE 004 349

Administrators Told to Aim for Change, Action, Accomplishment.

Journal Cit—American Vocational Journal; v53 n2 p54,56-7 Feb 78

Data Base ID—CIJEJUL78; EJ 175 143

Descriptors—*Educational Change, *Federal Legislation, Females, Post Secondary Education, Program Improvement, Secondary Education, *Sex Discrimination, Sex Stereotypes, Statewide Planning, *Vocational Education

Identifiers—Education Amendments 1976

Overview of three speakers discussing women in vocational education and the recently issued regulations for the 1976 education amendments. Notes that implementing the amendments as well as eliminating sex stereotyping and bias calls for change and action, particularly at the local level. (Editor/SH)

WE 004 350

Hoffman, Kenneth

"They Can't Do That!" A Placement Dilemma for Cooperative Coordinators.

Journal Cit—Balance Sheet; v59 n5 p202,235 Feb 78

Data Base ID—CIJEJUL78; EJ 175 158

Descriptors—Civil Rights, *Cooperative Education, Employer Attitudes, *Employment Practices, Equal Opportunities (Jobs), *Guidelines, Instructor Coordinators, Job Placement, *Legal Problems, Legal Responsibility

Discusses what the cooperative coordinator should do when employer requests violate the legal provisions of Title IX, Buckley Amendments, Civil Rights Acts, Vocational Education Acts, or other legislation. Typical verbal responses and general guidelines related to these legalities are presented. (BM)

WE 004 351

McLean, Gary N. And Others

Sexism in General Business Texts.

Journal Cit—Journal of Business Education; v53 n5 p215-7 Feb 78

Data Base ID—CIJEJUL78; EJ 175 204

Descriptors—*Business Education, Content Analysis, Photographs, Sex Role, Sex Stereotypes, *Textbook Bias, Textbook Evaluation, Textbooks

Reports an analysis of the roles assigned to each sex in prose and photographs of general business textbooks. Results indicated that the textbooks did not provide equal treatment to both sexes, and suggested that the general business teacher needs to make efforts to counterbalance the impact of such sex biases on their students. (TA)

WE 004 352

Cochran, Judith

How Do Women Administrators View Job Satisfaction and Discrimination?

Journal Cit—Journal of the NAWDAC; v41 n2 p67-8 Win 78

Data Base ID—CIJEJUL78; EJ 175 209

Descriptors—*Administrative Personnel, *Educational Administration, *Females, *Job Satisfaction, Self Evaluation, *Sex Discrimination, Working Women

Women in educational administration in Texas, Florida, and Washington were surveyed as to their job satisfaction and career expectations. They expressed a high degree of job satisfaction. Relating well to people and self-fulfillment provide their greatest rewards. They do not view themselves as thwarted, over worked or ineffectual. (Author)

WE 004 353

Mash, Donald J.

The Development of Life-Style Preferences of College Women.

Journal Cit—Journal of the NAWDAC; v41 n2 p72-6 Win 78

Data Base ID—CIJEJUL78; EJ 175 211

Descriptors—Career Choice, College Students, Family Life, *Females, *Life Style, *Personal Values, Self Evaluation, Student Development

The junior and senior women enrolled at a liberal arts college in Ohio were administered a specially designed instrument to obtain self-report data on life style preferences. Motherhood is a high priority, but there is a strong desire to continue to work at one's career while raising a family. (Author)

WE 004 354

Present, Phillip E. Nelson, Dalmas H.

Changing Aspirations of Women toward Government Careers and Related Graduate Education.

Journal Cit—Journal of the NAWDAC; v41 n2 p77-80 Win 78

Data Base ID—CIJEJUL78; EJ 175 212

Descriptors—*Career Choice, College Students, *Females, Government Employees, Graduate Study, *Occupational Aspiration, Public Service Occupations

California State University, Northridge, juniors, seniors, and alumni with certain academic majors were surveyed to assess demand for and interest in the establishment of an MPA program at CSUN. Women expressed interest in a government career and in education for public service with about the same frequency as men. (JEL)

WE 004 355

Fley, Jo Ann

Marion Talbot and the Great Adventure at Chicago.

Journal Cit—Journal of the NAWDAC; v41 n2 p81-3 Win 78

Data Base ID—CIJEJUL78; EJ 175 213

Descriptors—Administrative Personnel, Biographies, College Administration, *College Deans, *Educational History, *Females, *Student Personnel Workers, Working Women

Identifiers—*Talbot (Marion)

This brief biography of Marion Talbot (born in 1858) touches on her interest in educating the consumer, her belief in equality between the sexes, her work as Dean of Women at the University of Chicago, and her research. Talbot was concerned about the changes urbanization, industrialization and technology were making. (Author/JEL)

WE 004 356

Aguren, Carolyn Tull Dameron, Joseph D.

How Mature Women Students Cope with Life Situations.

Journal Cit—Texas Personnel and Guidance Journal; v5 n1 p17-26 Spr 77

Data Base ID—CIJEJUL78; EJ 175 286

Descriptors—*Adjustment (to Environment), College Students, *Females, Life Style, Personal Adjustment, *Role Conflict

Identifiers—Coping, *Reentry Students

This article examines the results of a survey of mature college women students relative to their ability to cope with current school and home situations. The authors conclude that mature women college students are coping successfully with problems generated by their combined statuses of homemakers, workers, and students. (Author)

WE 004 357

Ridgeway, Cecilia

Parental Identification and Patterns of Career Orientation in College Women.

Journal Cit—Journal of Vocational Behavior; v12 n1 p1-11 Feb 78

Data Base ID—CIJEJUL78; EJ 175 353

Descriptors—*Career Choice, *Females, *Identification (Psychological), *Parental Background, Sex Role

A survey of 457 college women found no overall association between career orientation and parental identification. However, significant interaction in the association of these variables with self-differentiation from the father, maternal employment and occupation, and maternal sex role ideology. (Author)

WE 004 358

Falk, William W. Salter, Nancy J.

The Stability of Status Orientations among Young, White, Rural Women from Three Southern States.

Journal Cit—Journal of Vocational Behavior; v12 n1 p20-31 Feb 78

Data Base ID—CIJEJUL78; EJ 175 355

Descriptors—*Females, High School Students, *Occupational Aspiration, *Parental Background, *Social Status, Southern States

This study report is primarily concerned with how social origin variables affect early educational and occupational orientations. The results indicate that mother's education has a greater effect than father's education. These young women hold very traditional status orientations. This study offers limited insight into the status attainment process for women. (Author)

WE 004 359

Thomas, Michele B. Neal, Patricia A.

Collaborating Careers: The Differential Effects of Race.

Journal Cit—Journal of Vocational Behavior; v12 n1 p33-41 Feb 78

Data Base ID—CIJEJUL78; EJ 175 356

Descriptors—*Black Attitudes, *Career Choice, Child Care, *Parent Role, Racial Differences, *Role Perception, Sex Role, Undergraduate Students

Identifiers—*Dual Career Family

Male and female black undergraduates responded to five stories about married black physicians. Results are compared with a study of predominantly white students. Black females favored maternal child care even when this reduced the family income. Results are discussed relevant to collaborating career patterns among middle-class black families. (Author)

WE 004 360

Gackenbach, Jayne

The Effect of Race, Sex, and Career Goal Differences on Sex Role Attitudes at Home and at Work.

Journal Cit—Journal of Vocational Behavior; v12 n1 p93-100 Feb 78

Data Base ID—CIJEJUL78; EJ 175 361

Descriptors—College Students, Racial Differences, *Role Perception, *Work Attitudes

Identifiers—*Sex Role Attitudes

Male and female blacks and whites responded to two sex role inventories. Black women have more traditional sex role attitudes in the home environment than white women but the same sex role attitudes about working. Black and white women are more liberal in their sex role attitudes than men. (Author)

WE 004 361

Barrett, Carol J.

Effectiveness of Widows' Groups in Facilitating Change.

Journal Cit—Journal of Consulting and Clinical Psychology; v46 n1 p20-31 Feb 78

Data Base ID—CIJEJUL78; EJ 175 365

Descriptors—Community Support, Educational Attitudes, Emotional Response, Family Relationship, Females, *Group Therapy, Health Needs, *Interpersonal Relationship, Stress Variables, *Widowed

Identifiers—Consciousness Raising Groups

Two therapists each led a self-help group, a "confidant" group, and a women's consciousness-raising group. Experimental subjects showed significant improvement in ratings of future health and became significantly less other-oriented in attitudes toward women relative to the controls. The therapist variable produced few differences in response to treatment. (Author)

WE 004 362

Wiggins, Jerry S. Holzmuller, Ana

Psychological Androgyny and Interpersonal Behavior.

Journal Cit—Journal of Consulting and Clinical Psychology; v46 n1 p41-51 Feb 78

Data Base ID—CIJEJUL78; EJ 175 367

Descriptors—*Androgyny, College Students, Individual Characteristics, *Interpersonal Relationship, Role Perception, Self Esteem, Sex Differences

College men and women (N = 187) were classified as stereotyped, near-stereotyped, or androgynous by Bem's criteria. Bem's measure of psychological androgyny appears to reflect a highly generalizable personological construct that implicates both desirable and undesirable dimensions of interpersonal behavior. (Author)

WE 004 363

Berzins, Juris I. And Others

A New Measure of Psychological Androgyny Based on the Personality Research Form.

Journal Cit—Journal of Consulting and Clinical Psychology; v46 n1 p126-38 Feb 78

Data Base ID—CIJEJUL78; EJ 175 374

Descriptors—*Androgyny, College Students, *Identification (Psychological), Measurement Techniques, *Personality Tests, Self Esteem, Sex Differences, Sex Role, Stereotypes, *Test Reliability

Identifiers—*Personality Research Form

Using data obtained from over 2,000 college students, subscales of the PRF ANDRO scale are shown to be independent, reliable, minimally related to socially desirable responding, and substantially related to the corresponding subscales of Bem's Sex Role Inventory and to major personality dimensions. (Author)

WE 004 364

Anderson, Ronald E. Jolly, Elaine

Stereotyped Traits and Sex Roles in Humorous Drawings.

Journal Cit—Communication Research-An Internat'l Quarterly; v4 n4 p453-84 Oct 77

Note—Also cited in Psychological Abstracts, 60-7113

Data Base ID—CIJEJUL78; EJ 175 425

Descriptors—*Cartoons, *Content Analysis, Cultural Factors, Cultural Images, Females, *Humor, Males

Identifiers—*Sex Role Stereotypes

Examines single-frame cartoons appearing in three well-known periodicals beginning in 1952 and analyzes the sex role humor in an attempt to produce social indicators. Compares sex role content in the humor media with sex role content within other media such as short stories and television. (MH)

WE 004 365

Lambert, Robert

New Books on Courageous Women.

Journal Cit—Media and Methods; v14 n7 p26-7 Mar 78

Data Base ID—CIJEJUL78; EJ 175 455

Descriptors—*Annotated Bibliographies, *Feminism, Higher Education, Paperback Books, Reading Materials, Secondary Education, *Sex Discrimination

Discusses three books in paperback that deal with women in opposition to oppression. (KS)

WE 004 366

Nolan, John And Others

Sex Bias on Children's Television Programs.

Journal Cit—Journal of Psychology; 96; n96 p197 Jul 77

Data Base ID—CIJEJUL78; EJ 175 491

Descriptors—*Childrens Television, Commercial Television, Content Analysis, *Modeling (Psychological), Programing (Broadcast), Socialization

Identifiers—*Sex Bias, *Sex Role Stereotypes

Shows that Saturday morning television programs covertly teach children that boys are more significant persons than girls. (RL)

WE 004 367

Norman, Ralph

Sex Differences in Attitudes toward Arithmetic-Mathematics from Early Elementary to College Levels.

Journal Cit—Journal of Psychology; 97; n97 p24 Nov 77

Note—Also cited in Psychological Abstracts, 60-8265

Data Base ID—CIJEJUL78; EJ 175 503

Descriptors—Educational Attitudes, Elementary Secondary Education, *Mathematics, *Negative Attitudes, Sex Differences, Sex Role, *Student Attitudes

Shows consistent declines in favorable attitudes toward mathematics by both sexes from grade two through college, with significantly poorer attitudes for females from grade nine on. Bases attitude differences on awareness of sex roles with onset of puberty, suggesting the need for remediating female attitudes. (RL)

WE 004 368

Newkirk, Carole Ruth

Female Roles in Non-Fiction of Three Women's Magazines.

Journal Cit—Journalism Quarterly; v54 n4 p779-82 Win 77

Data Base ID—CIJEJUL78; EJ 175 546

Descriptors—*Content Analysis, Family Role, *Females, *Nonfiction, Periodicals, *Sex Role, *Trend Analysis

Identifiers—*Womens Magazines

Reports on an investigation of the portrayals of women's roles appearing from 1966 to 1974 in the non-fiction of "Mademoiselle," "Redbook," and "Ms" magazines. (Author/GW)

WE 004 369

Kneer, Marian E.

Sex-Integrated Physical Education.

Journal Cit—NASSP Bulletin; v62 n417 p79-84 Apr 78

Data Base ID—CIJEJUL78; EJ 175 608

Descriptors—•Coeducation, Elementary Secondary Education, •Equal Education, •Females, •Physical Education, Program Development, School Schedules, Sex Stereotypes

Identifiers—Education Amendments 1972 Title IX, •Title IX Education Amendments 1972

Title IX requires that the practice of segregating physical education classes on the basis of sex must cease. This article offers suggestions on how to ease the transition to sex-integrated physical education programs. (Author/DS)

WE 004 370

Flygare, Thomas J.

A Legal Embarrassment: Paid Sick Leave for Pregnant Teachers.

Journal Cit—Phi Delta Kappan; v59 n8 p558-9 Apr 78

Data Base ID—CIJEJUL78; EJ 175 653

Descriptors—Elementary Secondary Education, Federal Legislation, Fringe Benefits, •Leave of Absence, •Pregnancy, School Systems, Sex Discrimination, Supreme Court Litigation, Teachers

Identifiers—General Electric Company v Gilbert, Nashville Gas Company v Satty, Richmond Unified School District v Berg, Romeo Community Schools v HEW

Although the denial of accrued sick leave for pregnancy is not per se illegal, school districts could make a very positive step toward equal opportunity by treating pregnancy the same as all other temporary disabilities. (Author/IRT)

WE 004 371

Johnston, Hubert And Others

A Study of the Attitudes of Male Graduate Students Towards Professional Women.

Journal Cit—Journal of Educational Administration; v15 n2 p310-8 Oct 77

Data Base ID—CIJEJUL78; EJ 175 670

Descriptors—•Administrative Personnel, Equal Opportunities (Jobs), Females, Graduate Students, Professional Personnel, •Student Attitudes, Working Women

Identifiers—•Sex Bias

This study tested male attitudes towards women as an indicator of future behavior in the hiring process. Attitudes and overt behavior were found to be related. Until such time as the male students came into direct competition with females for employment, their attitudes towards females were favorable. (Author)

WE 004 372

Clark, P. A. And Others

An Assessment of a Retraining Scheme for Women Doctors.

Journal Cit—Medical Education; v11 n4 p288-92 Jul 77

Data Base ID—CIJEJUL78; EJ 175 976

Descriptors—Evaluation Methods, Family Management, •Females, Higher Education, •Medical Education, Parent Responsibility, •Physicians, •Professional Continuing Education, Professional Personnel, Training Techniques, Working Women

Identifiers—Great Britain, •Reentry Workers

The effects of a continuing education course for female physicians who have left medicine to care for their children are evaluated. The course was able to enhance the confidence and professional competence of the women by bringing them up-to-date with current medical knowledge and enlarge their career prospects. (LBH)

WE 004 373

Weinraub, Marsha Frankel, Jay

Sex Differences in Parent-Infant Interaction during Free Play, Departure, and Separation.

Journal Cit—Child Development; v48 n4 p1240-9 Dec 77

Data Base ID—CIJEJUL78; EJ 176 092

Descriptors—•Attachment Behavior, Fathers, Infants, Mothers, •Parent Child Relationship, Parent Role, •Play, Sex Differences

Twenty 18-month-olds were observed with their mothers and 20 with their fathers in laboratory free-play, departure, and separation situations. Findings were analyzed in terms of the differential roles of mothers and fathers, the development of sex differences, and determinants of separation distress. (JMB)

WE 004 374

Smith, Peter K. Daglish, Linda

Sex Differences in Parent and Infant Behavior in the Home.

Journal Cit—Child Development; v48 n4 p1250-4 Dec 77

Data Base ID—CIJEJUL78; EJ 176 093

Descriptors—•Infant Behavior, Infants, •Parent Attitudes, •Play, Sex Differences, Sex Stereotypes

Examined the relationship between observed sex differences in infants' play, parental responses to these play patterns, and parents' ratings of sample child behaviors as typically masculine, feminine, or neither. (JMB)

WE 004 375

Connor, Jane M. Serbin, Lisa A.

Behaviorally Based Masculine- and Feminine-Activity-Preference Scales for Preschoolers: Correlates with Other Classroom Behaviors and Cognitive Tests.

Journal Cit—Child Development; v48 n4 p1411-6 Dec 77

Data Base ID—CIJEJUL78; EJ 176 111

Descriptors—•Behavior Patterns, •Play, Preschool Children, Sex Differences, •Sex Stereotypes

Identifiers—•Preference Measures

WE 004 376

Frisch, Hannah L.

Sex Stereotypes in Adult-Infant Play.

Journal Cit—Child Development; v48 n4 p1671-5 Dec 77

Note—Also cited in MEDLARS, 78126473

Data Base ID—CIJEJUL78; EJ 176 144

Descriptors—Adults, •Behavior Patterns, Infants, •Interaction Process Analysis, •Play, Sex Differences

Identifiers—•Sex Role Stereotypes

Examined the effects of labeling an infant as a boy or girl on adult-infant interactions. Subjects for the study were 24 fourteen-month-old infants and 24 adult strangers. (JMB)

WE 004 377

Saavedra-Vela, Pilar

Nosotras in Houston.

Journal Cit—Agenda; v8 n2 p26-31 Mar/Apr 78

Data Base ID—CIJEJUL78; EJ 176 190

Descriptors—Change Agents, •Civil Liberties, Conferences, Females, •Feminism, Minority Groups, Planning Meetings, •Spanish Speaking

Identifiers—•National Womens Conference

Based on resolutions passed at the state meetings, a National Plan of Action was proposed. Members of the National Conference of Women then met in Houston, Texas to vote on the Plan's 26 resolutions which covered such items as battered women, child abuse, credit, disabled women, Equal Rights Amendment, reproductive freedom, and rural women. (NQ)

WE 004 378

Perrucci, Carolyn Cummings

Income Attainment of College Graduates: A Comparison of Employed Women and Men.

Journal Cit—Sociology and Social Research; v62 n3 p361-86 Apr 78

Data Base ID—CIJEJUL78; EJ 176 220

Descriptors—Academic Achievement, •College Graduates, Comparative Analysis, •Females, •Income, Marital Status, Sex Differences, Socioeconomic Influences, Working Women

In the prediction of 1964 income for a national sample of 1961 college graduates, there were significant gender effects, and marital status interactions for women but not for men. Income for both was positively influenced by graduate educational attainment, occupational status, years of work experience, age, hours worked weekly, college selectivity, grades and valuation of pecuniary success. (Author/NQ)

WE 004 379

Sells, Lucy W.

The Forum: Mathematics-A Critical Filter.

Journal Cit—Science Teacher; v45 n2 p28-9 Feb 78

Data Base ID—CIJEJUL78; EJ 176 337

Descriptors—College Bound Students, College Preparation, Mathematical Experience, Mathematics Curriculum, •Mathematics Education, Minority Groups, Science Education, Secondary School Mathematics, •Womens Education

Discusses the need for advanced mathematics training, particularly for minorities and females, in secondary schools as a necessary preparation for our increasingly technological society. (SL)

WE 004 380

Porter-Gehrie, Cynthia

Education/Work Policy for Females in Education.

Journal Cit—Educational Studies: A Journal in the Foundations of Education; v8 n4 p373-82 Win 78

Data Base ID—CIJEJUL78; EJ 176 386

Descriptors—•College Curriculum, Educational Needs, •Females, Higher Education, •Professional Training, Relevance (Education), Social Change, Social History, •Trend Analysis, •Womens Education

Women today receive more education, marry later in life, have fewer children, and pursue longer careers than in the past. Undergraduate schools must expand educational studies for women beyond teacher training to include skills in social services, recreation, administration of senior citizens' programs, and adult education. (Author/AV)

WE 004 381

Mausner, Bernard Coles, Barbara

Avoidance of Success among Women.

Journal Cit—International Journal of Women's Studies; v1 n1 p30-49 Jan/Feb 78

Data Base ID—CIJEJUL78; EJ 176 402

Descriptors—Aspiration, Comparative Analysis, Family Influence, •Fear of Success, •Females, Sex Differences, Sex Role, •Task Performance, Undergraduate Students

Describes a study in which 110 male and female undergraduates were tested on performance level on shared cognitive tasks. Variables in females' levels of performance included sex of partner and early family experiences. (AV)

WE 004 382

Needle, Richard H. Murray, Barbara A.

The Relationship Between Race and Sex of Health Provider, the Quality of Care Provided and Levels of Satisfaction with Gynecological Care Among Black College Women.

Journal Cit—Journal of the American College Health Association; v26 n3 p127-31 Dec 77

Data Base ID—CIJEJUL78; EJ 176 448

Descriptors—*Black Students, College Students, Factor Analysis, *Females, *Gynecology, Higher Education, *Participant Satisfaction, *School Health Services

Satisfaction of expectations (quality of care) is more important in determining willingness to return than are race, sex of provider, or care setting. (Author)

WE 004 383

Dinucci, James M. Shows, David A.

A Comparison of the Motor Performance of Black and Caucasian Girls Age 6–8.

Journal Cit—Research Quarterly; v48 n4 p680-4 Dec 77

Data Base ID—CIJEJUL78; EJ 176 470

Descriptors—Blacks, Caucasian Race, Elementary School Students, *Females, *Performance Factors, *Psychomotor Skills, Racial Differences

No significant differences in measures of flexibility, muscular endurance, cardiorespiratory endurance, speed, balance, or muscular power were found between black and Caucasian girls ages six, seven, and eight. Blacks were significantly superior on two agility measurements, and Caucasians better on shuttle run and grip strength. (MJB)

WE 004 384

Heyward, Vivian McCreary, Leslie

Analysis of the Static Strength and Relative Endurance of Women Athletes.

Journal Cit—Research Quarterly; v48 n4 p703-10 Dec 77

Data Base ID—CIJEJUL78; EJ 176 473

Descriptors—*Females, *Muscular Strength, Sex Differences

Identifiers—Women Athletes

Investigations of static strength and relative endurance of the grip muscles of women athletes revealed that mean endurance time was significantly greater than for men. Results were discussed in light of evidence suggesting possible sex differences in muscle hypertrophy, capillarization of muscle tissue, critical occluding tension level, and intramuscular occlusion. (MJB)

WE 004 385

Gaskell, Jane

Sex-Role Ideology and the Aspirations of High School Girls.

Journal Cit—Interchange; v8 n3 p43-53 77-78

Data Base ID—CIJEJUL78; EJ 176 506

Descriptors—Academic Achievement, Aspiration, *Females, High School Students, *Low Level Aspiration, Sex Differences, Social Attitudes, Social Class

Identifiers—*Sex Role Stereotypes

Variables specifically related to sex-role definitions in our society must be considered in accounting for the generally lower aspirations of women since after controlling the variables of social class and academic achievement, sex continues to make a difference in the aspiration levels of high school girls. (MJB)

WE 004 386

Goldfarb, Joyce L. And Others

An Attempt to Detect "Pregnancy Susceptibility" in Indigent Adolescent Girls.

Journal Cit—Journal of Youth and Adolescence; v6 n2 p127-44 Jun 77

Data Base ID—CIJEJUL78; EJ 176 612

Descriptors—Adolescents, Contraception, *Females, *Illegitimate Births, Low Income Groups, *Predictor Variables, *Pregnant Students, Sex Education

An alternative approach to the widespread dissemination of birth control information and devices among adolescents, involves group or individual counseling for those females who are most susceptible to unplanned pregnancies. An inferential strategy is presented for identifying, according to defined groups, unmarried adolescents who appear susceptible. (Author/MV)

WE 004 387

Josselson, Ruthellen And Others

Phenomenological Aspects of Psychosocial Maturity in Adolescence. Part II. Girls.

Journal Cit—Journal of Youth and Adolescence; v6 n2 p145-67 Jun 77

Data Base ID—CIJEJUL78; EJ 176 613

Descriptors—Adolescents, Case Studies, *Females, Interpersonal Relationship, Maturity Tests, *Performance Factors, *Personality Development, *Self Concept, *Social Maturity

Phenomenological and psychodynamic differences between girls who score at the high and low extremes of the Psychosocial Maturity Inventory are explored. Ability to tolerate anxiety and the developmental use of interpersonal relationships are discussed as central to identity formation among these girls. (Author/MV)

WE 004 388

Angrist, Shirley S. And Others

Sex Differences in Sex-Role Conceptions and Family Orientation of High School Students.

Journal Cit—Journal of Youth and Adolescence; v6 n2 p179-86 Jun 77

Note—Also cited in Sociological Abstracts, 78J3229

Data Base ID—CIJEJUL78; EJ 176 615

Descriptors—Family Background, Family Characteristics, High School Students, Parent Role, Racial Differences, School Demography, Sex Differences, Socioeconomic Background, *Student Attitudes

Identifiers—*Sex Role Attitudes

Findings show that high school males are more sexist than females; and blacks, more so that whites. Women who are bright, from upper class backgrounds, and whose mothers work are more egalitarian in sex role conceptions. Unlike women, men's sex role attitudes have little connection to their family background. (Author/MV)

WE 004 389

Harper, Marieta L.

Black Women and the Development of Black Politics.

Journal Cit—Journal of Afro-American Issues; v5 n3 p276-84 Sum 77

Data Base ID—CIJEJUL78; EJ 176 634

Descriptors—*Black Leadership, Black Role, *Females, *Legislators, Political Issues

Identifiers—Black Women, Political Participation

Concludes that in spite of the small number of black women office holders, they have been able to maneuver themselves to be on target when critical issues are of concern to their legislative districts. (Author/AM)

WE 004 390

Kaufman, Debra Renee

Associational Ties in Academe: Some Male and Female Differences.

Journal Cit—Sex Roles; v4 n1 p9-21 Feb 78

Data Base ID—CIJEJUL78; EJ 176 644

Descriptors—*Academic Rank (Professional), College Faculty, *Females, Marital Status, *Peer Relationship, Sex Discrimination, *Women Professors, Working Women

An analysis of the collegial-friend relationships among academicians in this study indicates that female professors, especially unmarried, have fewer males in their collegial-friend networks than men. It is suggested that isolation from these informal collegial contacts, whether by choice or exclusion, leaves women at a professional disadvantage. (Author/GC)

WE 004 391

Hansen, James C. Putnam, Barbara A.

Feminine Role Concepts of Young Women.

Journal Cit—Sex Roles; v4 n1 p127-30 Feb 78

Data Base ID—CIJEJUL78; EJ 176 645

Descriptors—College Bound Students, *Females, High School Students, *Role Conflict, *Self Concept, Seniors

Identifiers—Non College Bound Students, *Sex Role Stereotypes

Feminine role concepts and beliefs of high school senior women were investigated. Non college bound women were found to experience less conflict between their self concepts and their feminine role ideals. College bound students were found to experience more feminine role conflict and to have more interest in finding additional roles. (GC)

WE 004 392

Hopkins, J. Roy

Sexual Behavior in Adolescence.

Journal Cit—Journal of Social Issues; v33 n2 p67-85 Spr 77

Data Base ID—CIJEJUL78; EJ 176 665

Descriptors—Adolescents, Changing Attitudes, Sex Differences, *Social Change, *Trend Analysis

Identifiers—*Sexual Behavior

Surveys conducted between the 1930's and 1970's on the sexual behavior of adolescents indicate the following: (1) older adolescents are more sexually experienced now than in earlier generations; (2) there has been a greater increase in incidence of premarital sex for females than males; and (3) there is a trend toward earlier sexual experience for both sexes. (Author/AM)

WE 004 393

Waite, Linda J. Moore, Kristin A.

The Impact of an Early First Birth on Young Women's Educational Attainment.

Journal Cit—Social Forces; v56 n3 p845-65 Mar 78

Data Base ID—CIJEJUL78; EJ 176 670

Descriptors—*Academic Achievement, *Age, Mothers, *Pregnancy, Racial Differences, Social Factors, Statistical Studies, *Teenagers

Age at first birth is strongly and negatively associated with educational achievement. In addition, there is no evidence that early childbearers catch up with their childless age peers. However, whites seem to incur a greater educational decrement than blacks. (Author/GC)

WE 004 394

Rosenfeld, Rachel A.

Women's Employment Patterns and Occupational Achievements.

Journal Cit—Social Science Research; v7 n1 p61-80 Mar 78

Data Base ID—CIJEJUL78; EJ 176 690

Descriptors—Achievement, *Employment Experience, *Employment Patterns, Job Skills, *Promotion (Occupational), Racial Differences, Working Women

Identifiers—*Occupational Status

National Longitudinal Survey data for women 30 to 44 years of age in 1967 are used to examine the effects of women's employment experience on their status gains from their career beginnings to 1971. A small but significant effect of employment experience on status gain is found for whites, but not for nonwhites. (Author)

WE 004 395

Weston, Louise C. Stein, Sandra L.

A Content Analysis of Publishers' Guidelines for the Elimination of Sex-Role Stereotyping.

Journal Cit—Educational Researcher; v7 n3 p13-4 Mar 78

Data Base ID—CIJEJUL78; EJ 176 692

Descriptors—*Content Analysis, *Guidelines, *Publishing Industry, *Textbook Bias

Identifiers—*Sex Bias, *Sex Role Stereotypes

Tackles two questions: (1) how many publishers have issued guidelines to eliminate sex role stereotyping in publications or use guidelines made by others? and (2) how comprehensive are the guidelines? (Author/AM)

WE 004 396

Burkett, Elinor C.

Paradise Not Quite Regained.

Journal Cit—Integrated Education; 91; n91 p Jan-Feb 78

Data Base ID—CIJEJUL78; EJ 176 697

Descriptors—Curriculum Problems, *Experience, *Females, Racial Differences, Sex Discrimination, Sex Role, Social Class, Social History, *Socialization

The variety in female experience is examined, leading to the conclusion that it is not something fundamentally different from that of males. It is argued that this means that all facets of social change have different meanings according to class, race, and sex. These meanings carry implications for curricular changes. (Author/GC)

WE 004 397

Miller, Dorothy L.

Native American Women: Leadership Images.

Journal Cit—Integrated Education; 91; n91 p Jan-Feb 78

Data Base ID—CIJEJUL78; EJ 176 699

Descriptors—American Indian Culture, *American Indians, Community Leaders, *Culture Conflict, *Females, *Leadership, *Role Conflict, Social Values

Personal rewards for American Indian women in bicultural leadership roles are largely lacking due to the dilemmas rooted in the ambiguity of the two social structures between which they move. Despite strains and pressures, many of these women are making their voices heard on native American issues. (Author/GC)

WE 004 398

Sherman, Julia A.

Sex-Related Cognitive Differences: A Summary of Theory and Evidence.

Journal Cit—Integrated Education; 91; n91 p Jan-Feb 78

Data Base ID—CIJEJUL78; EJ 176 700

Descriptors—Academic Aptitude, Cognitive Processes, *Cognitive Style, Cultural Factors, Environmental Influences, *Females, Intelligence Differences, Males, Sex Differences

Identifiers—*Sex Role Stereotypes

Various hypotheses and opinions relating to cognitive differences between males and females are reviewed. It is shown that the largest sources of cognitive differences between the sexes can be traced to courses of study and other aspects of relevant experience based on outmoded sex role stereotypes. (Author/GC)

WE 004 399

Crowell, Suzanne

Four Days in Houston: Watershed for Women's Rights?

Journal Cit—Civil Rights Digest; v10 n2 p2-13 Win 78

Data Base ID—CIJEJUL78; EJ 176 729

Descriptors—Abortions, Civil Rights, Conference Reports, *Females, *Feminism, Homosexuality, Minority Groups, Sex Discrimination, Sex Role, Sex Stereotypes

Identifiers—Equal Rights Amendment, *National Womens Conference, *Status of Women

Discusses the events leading to the National Women's Conference, 1977 and the resolutions passed at the conference on the many aspects of women's rights. (AM)

WE 004 400

Sommers, Tish Shields, Laurie

Displaced Homemakers: "Forced Retirement" Leaves Many Penniless.

Journal Cit—Civil Rights Digest; v10 n2 p32-9 Win 78

Data Base ID—CIJEJUL78; EJ 176 731

Descriptors—Change Agents, *Economic Status, *Females, Labor Force Nonparticipants, Older Adults, *Retirement

Identifiers—*Displaced Homemakers

This article focuses on the displaced homemaker as an unrecognized disadvantaged category for whom there has been little official concern and no specific assistance. (Author/AM)

WE 004 401

Johnson, Miriam M.

Androgyny and the Maternal Principle.

Journal Cit—School Review; v86 n1 p50-69 Nov 77

Data Base ID—CIJEAUG78; EJ 176 782

Descriptors—*Androgyny, *Fathers, Middle Class Values, *Mothers, *Sex Role

Discusses the movement toward androgyny based upon and fostered by an increasing societal emphasis upon "femininity" in its maternal (as opposed to its heterosexual) aspects. Argues that the masculine paradigm promotes differentiation between the sexes, especially the sex objectification of women. (Author/RK)

WE 004 402

Donady, Bonnie Tobias, Sheila

Math Anxiety.

Journal Cit—Teacher; v95 n3 p71-4 Nov 77

Data Base ID—CIJEAUG78; EJ 176 806

Descriptors—*Anxiety, Elementary School Mathematics, *Elementary School Teachers, *Teacher Attitudes, Teacher Role

Identifiers—*Mathematics Anxiety, Wesleyan University Math Clinic

Do you dislike numbers? Feel a bit uncomfortable teaching math? If so, you are not alone. Here's information on research, resources and programs that will help you understand the problem and overcome it. (Editor)

WE 004 403

Zongker, Calvin E.

The Self Concept of Pregnant Adolescent Girls.

Journal Cit—Adolescence; v12 n48 p477-88 W 77

Data Base ID—CIJEAUG78; EJ 176 856

Descriptors—*Adolescents, *Females, *Pregnant Students, *Self Concept, *Teenagers

Investigates how pregnant adolescents think and feel about themselves, in what respects their self perceptions differ from non-pregnant teenagers, and how the two groups differ demographically. (Author/RK)

WE 004 404

Hoffman, Charlotte

Federal Funds: Women's Educational Equity Act.

Journal Cit—American Education; v13 n10 p28-9 Dec 77

Data Base ID—CIJEAUG78; EJ 176 870

Descriptors—*Equal Education, *Federal Programs, Program Costs, Program Descriptions, *Sex Discrimination, Womens Education

Identifiers—*Womens Educational Equity Act

Model programs funded under the Women's Educational Equity Act (WEEA) and administered by the Office of Education Women's Program staff are intended to reach girls and women from low-income and middle-age groups those from American-Indian, Asian- and Pacific-American, black, and Spanish-speaking backgrounds, and those from rural, urban, and suburban areas. Some target areas are elimination of sex bias and sex stereotypes in jobs and education. (Author/RK)

WE 004 405

Krchniak, Stefan P.

Characteristics and Perceptions of Women Certified for Supervisory and Administrative Positions in Illinois.

Journal Cit—Illinois School Research and Development; v14 n2 p45-51 W 78

Data Base ID—CIJEAUG78; EJ 176 937

Descriptors—*Administrator Qualifications, *Employment Practices, *Females, *Teacher Characteristics

Identifiers—Illinois

This research sought to attain a description of those women educators in Illinois who constitute a pool from which potential administrators might logically be drawn and to generate basic information on variables associated with the low incidence of women administrators, i.e., aspiration for administrative position, position-seeking assertiveness, personal and situational constraints, discriminatory employment practices, university role in placement, and general attitudes. (Author/RK)

WE 004 406

Dukes, Daniel Linden Duke, Paula Maguire

The Prediction of Delinquency in Girls.

Journal Cit—Journal of Research and Development in Education; v11 n2 p18-33 W 78

Data Base ID—CIJEAUG78; EJ 176 985

Descriptors—*Delinquency, Delinquent Behavior, *Family Background, *Females, *Individual Characteristics, Parent Child Relationship, *Predictor Variables, Racial Factors, Socioeconomic Status

Researches predictors of female delinquency that originate at home: parental characteristics and aspects of parent-child relations; and also those predictors based on the characteristics of the delinquent girl herself, e.g., general psychological health, personality, attitudes, etc.; and external factors, e.g., socioeconomic status, race, place of residence, and schooling. (Author/RK)

WE 004 407

Woal, S. T.

Occupational Stereotyping in Career Education.

Journal Cit—Journal of Career Education; v3 n4 p41-9 Spr 77

Data Base ID—CIJEAUG78; EJ 177 064

Descriptors—*Career Education, Educational Needs, Elementary Secondary Education, Equal Education, Equal Opportunities (Jobs), Literature Reviews, *Sex Stereotypes

Identifiers—*Occupational Stereotypes

In spite of legal mandates against it, sex stereotyping of occupational roles continues in all media to which students are exposed. Analysis of data from elementary and secondary school students shows the stereotypical responses and indicates the need to broaden the occupational knowledge of both teachers and students if sex equality in jobs is to become a reality. (MF)

WE 004 408

Waters, Elinor

What Do Women Want: And How Can Legislation Help?

Journal Cit—Journal of Career Education; v4 n1 p31-7 Sum 77

Data Base ID—CIJEAUG78; EJ 177 077

Descriptors—*Adult Counseling, *Developmental Guidance, Educational Legislation, *Educational Needs, Equal Opportunities (Jobs), Federal Legislation, *Females, *Vocational Development

Career development and counseling needs of women at various ages and some of the programs developed to meet these needs are discussed, along with the current status of legislation relating to career development for women and suggestions for its implementation. (MF)

WE 004 409

Guidelines for Nonsexist Language in APA Journals.

American Psychological Association, Washington, D.C.

Journal Cit—Personnel and Guidance Journal; v56 n6 p374-7 Feb 78

Data Base ID—CIJEAUG78; EJ 177 169

Descriptors—Feminism, *Guidelines, *Language Usage, *Manuals, *Periodicals, *Sex Fairness, Social Factors

Identifiers—*American Psychological Association, *Nonsexist Language

Sexism in journal writing may be classified as problems of evaluation. Endeavors to change language is a difficult task. Few attempts exist to end sexist language. Careful rephrasing can often result in accurate, unbiased communication. The APA Guidelines attempt to develop awareness and competence in using non-sexist language. (Author/MFD)

WE 004 410

Carlson, Harriet

An Odyssey into the Labor Market.

Journal Cit—Journal of Employment Counseling; v14 n4 p173-9 Dec 77

Data Base ID—CIJEAUG78; EJ 177 172

Descriptors—*Females, *Personal Growth, *Self Concept, *Working Women

The problems and fears of a middle-aged woman who, after 30 years as mother and homemaker, emerges as a modern career woman are presented. (HMV)

WE 004 411

Crawford, Jim D.

Career Development and Career Choice in Pioneer and Traditional Women.

Journal Cit—Journal of Vocational Behavior; v12 n2 p129-38 Apr 78

Data Base ID—CIJEAUG78; EJ 177 181

Descriptors—*Career Choice, College Students, *Family Background, *Females, Individual Differences, *Role Perception, Sex Stereotypes, *Vocational Development

Identifiers—*Sex Role Stereotypes

Two groups of college seniors (N=106) were compared on factors affecting feminine career choice and career development. Three factors pertained to feminine role perception. The remaining four were concerned with sex-role stereotyping and various aspects of family background. (Author)

WE 004 412

McLure, Gail Thomas Piel, Ellen

College-Bound Girls and Science Careers: Perceptions of Barriers and Facilitating Factors.

Journal Cit—Journal of Vocational Behavior; v12 n2 p172-82 Apr 78

Data Base ID—CIJEAUG78; EJ 177 186

Descriptors—Career Choice, *College Bound Students, *Females, High School Students, *Occupational Aspiration, *Science Careers, Success Factors, *Vocational Development

Identifiers—*Nontraditional Career Choice

Students' (N=1017) perceptions of barriers, facilitating factors, and information needs related to consideration of careers in science were investigated. Results suggest girls have doubts about combining family life with a science career, lack information about steps in preparing for a science career, and believe influential adults. (Author)

WE 004 413

Rose, Gerald L. Stone, Thomas H.

Why Good Job Performance May (Not) Be Rewarded: Sex Factors and Career Development.

Journal Cit—Journal of Vocational Behavior; v12 n2 p197-205 Apr 78

Data Base ID—CIJEAUG78; EJ 177 188

Descriptors—*Managerial Occupations, *Performance Factors, *Personnel Evaluation, Sex Differences, *Vocational Development

Identifiers—*Sex Bias

Tested effects of three sex variables on managerial career evaluations. The variables were sex of evaluator, sex of manager, and predominate sex of manager's subordinates. Subjects evaluated four managers, in an "in basket" format. Manager's sex and predominate subordinate sex frequently interacted. (Author)

WE 004 414

O'Bryant, Shirley L. Corder-Bolz, Charles R.

The Effects of Television on Children's Stereotyping of Women's Work Roles.

Journal Cit—Journal of Vocational Behavior; v12 n2 p233-43 Apr 78

Data Base ID—CIJEAUG78; EJ 177 191

Descriptors—*Childhood Attitudes, Elementary School Students, *Role Perception, *Sex Stereotypes, *Television, *Working Women

Elementary school students (N=67) from three ethnic groups were systematically exposed, over a one-month period, to specially produced television commercials. Results indicate children do learn about occupations from television content and they also learn to stereotype or nonstereotype various occupations based on sex of the TV model. (Author)

WE 004 415

Wijting, Jan P. And Others

Generational Differences in Work Values between Parents and Children and between Boys and Girls across Grade Levels 6, 9, 10, and 12.

Journal Cit—Journal of Vocational Behavior; v12 n2 p245-60 Apr 78

Data Base ID—CIJEAUG78; EJ 177 192

Descriptors—*Age Differences, *Changing Attitudes, Comparative Analysis, Cross Sectional Studies, Elementary Secondary Education, *Parent Child Relationship, *Personal Values, *Sex Differences, *Work Attitudes

Cross-sectional comparison of elementary and secondary school children and parents examined changes in work values and relationships between children's and parents' work values as a function of age and sex. Revealed support for hypothesized differences in children's values and for convergence of sex differences in values at later ages. (Author)

WE 004 416

Pettigrew, Nancy J.

Women Graduates in the Work Force: How Successful Are They?

Journal Cit—Journal of College Placement; v38 n3 p59-62 Spr 78

Data Base ID—CIJEAUG78; EJ 177 213

Descriptors—College Graduates, *Employment Patterns, *Females, *Personal Interests, *Success Factors, *Work Attitudes

Identifiers—*Clemson University

Questionnaires were mailed to all female graduates of Clemson University who earned baccalaureate degrees from 1963 to 1974. A majority of the respondents said they worked because of a desire to use their education and because they derive personal satisfaction from working outside the home. (Author)

WE 004 417

Fabry, Julian And Others

A Construct Validation Study of the ACT Interest Inventory With High School Students.

Journal Cit—Measurement and Evaluation in Guidance; v10 n4 p233-6 Jan 78

Data Base ID—CIJEAUG78; EJ 177 221

Descriptors—Comparative Analysis, High School Students, *Interest Tests, *Sex Differences, Test Results, *Test Validity

Identifiers—*ACT Interest Inventory, *Strong Campbell Interest Inventory

Standard scores on comparable scales of the Strong-Campbell Interest Inventory and the ACT Interest Inventory were intercorrelated to test construct validity of the instruments. Significant correlations were found for the comparable scales demonstrating construct validity for male and female high school students (N=91). (Author)

WE 004 418

Beckman, Linda J.

The Relative Rewards and Costs of Parenthood and Employment for Employed Women.

Journal Cit—Psychology of Women Quarterly; v2 n3 p215-33 Spr 78

Data Base ID—CIJEAUG78; EJ 177 259

Descriptors—*Employment Experience, Females, *Parent Child Relationship, *Parent Role, *Role Perception, *Working Women

Perceived satisfactions and costs of parenthood and employment were examined and categorized for 123 professional and nonprofessional married women aged 28 to 39 who were employed full-time. High perceived role conflict between parenting and employment was associated with lower parity and professional status. (Author)

WE 004 419

Kaschak, Ellyn

Sex Bias in Student Evaluations of College Professors.

Journal Cit—Psychology of Women Quarterly; v2 n3 p235-42 Spr 78

Data Base ID—CIJEAUG78; EJ 177 260

Descriptors—*College Teachers, Student Attitudes, *Student Evaluation Of Teacher Performance, *Teacher Characteristics, Teacher Evaluation

Identifiers—*Sex Bias

Students (50 female and 50 male) evaluated teaching methods of three male and three female professors in two traditionally male, two traditionally female, and two relatively non-sex-linked fields. Different ratings assigned as a function of the sex of student and professor are discussed. (Author)

WE 004 420

Blaubergs, Maija S.

Changing the Sexist Language: The Theory Behind the Practice.

Journal Cit—Psychology of Women Quarterly; v2 n3 p244-59 Spr 78

Data Base ID—CIJEAUG78; EJ 177 261

Descriptors—*Change Strategies, Feminism, *Language Usage, *Social Change

Identifiers—*Sex Bias

Various suggestions regarding changing sexist language are categorized according to underlying rationale: indirect change, change via circumvention, and change via emphasis on feminine terms. Various alternative strategies for implementation are discussed, and arguments and research supportive of and critical of the underlying rationales are identified and evaluated. (Author)

WE 004 421

Pingree, Suzanne

The Effects of Nonsexist Television Commercials and Perceptions of Reality on Children's Attitudes About Women.

Journal Cit—Psychology of Women Quarterly; v2 n3 p262-76 Spr 78

Data Base ID—CIJEAUG78; EJ 177 262

Descriptors—*Childhood Attitudes, Children, *Sex Fairness, *Socialization, *Television Commercials

Identifiers—*Sex Role Stereotypes

To test the hypothesis that television content can teach sex-typed attitudes, this study presented third and eighth graders with television commercials showing either traditional or nontraditional women. Crossing this manipulation, the children's perceptions of the reality of the commercials were altered with instructions. (Author)

WE 004 422

Alpert, Judith Landon   Richardson, Mary Sue

Conflict, Outcome, and Perception of Women's Roles.

Journal Cit—Educational Gerontology; v3 n1 p79-86 Jan 78

Data Base ID—CIJEAUG78; EJ 177 269

Descriptors—*Females, Graduate Students, Research Projects, *Role Conflict, *Role Perception, *Sex Role, *Social Attitudes, Student Attitudes, Working Women

Identifiers—TAT, Thematic Apperception Test

The study was designed to investigate perception of conflict and outcome across women's roles. A variation of the Thematic Apperception Test was used. Results suggest educated adult women perceive the worker role as the least problematic. (Author)

WE 004 423

Greenberg, Gilda M.

Women: Past, Present, and Future–A Humanistic Course.

Journal Cit—Humanist Educator; v16 n3 p121-6 Mar 78

Data Base ID—CIJEAUG78; EJ 177 280

Descriptors—*Course Descriptions, Females, *Humanistic Education, *Role Perception, *Self Actualization, Social Change, *Womens Studies

This course was designed to explore traditional and contemporary theories and research as they relate to male and female roles in Western and non-Western cultures. Readings, discussions, exercises, and attitude surveys were used to combine cognitive and affective learning. Student evaluations and informal follow-up have been positive. (Author/JEL)

WE 004 424

Burlin, Frances-Dee   Pearson, Richard

Counselor–in–Training Response to a Male and Female Client: An Analogue Study Exploring Sex–Role Stereotyping.

Journal Cit—Counselor Education and Supervision; v17 n3 p213-21 Mar 78

Data Base ID—CIJEAUG78; EJ 177 289

Descriptors—*Behavior Patterns, *Counselor Attitudes, *Interaction Process Analysis, Personal Values, *Reactive Behavior, *Sex Differences

Identifiers—*Sex Role Stereotypes

This study investigated similarities and differences of response by male and female counselors-in-training to clients of their own and opposite sex. The Counseling Response Instrument (CRI) was administered to 127 participants. Although different response patterns were found, results were not in the direction of traditional sex-role stereotyping. (Author)

WE 004 425

Hiller, Dana V.   Philliber, William W.

The Derivation of Status Benefits from Occupational Attainments of Working Wives.

Journal Cit—Journal of Marriage and the Family; v40 n1 p63-8 Feb 78

Data Base ID—CIJEAUG78; EJ 177 299

Descriptors—Females, *Occupational Choice, *Personal Growth, *Social Status, Status, *Working Women

This study was designed to ascertain whether or not working wives derive status benefits from their own occupational attainments. Findings suggest that they do. (Author)

WE 004 426

Broschart, Kay Richards

Family Status and Professional Achievement: A Study of Women Doctorates.

Journal Cit—Journal of Marriage and the Family; v40 n1 p71-6 Feb 78

Data Base ID—CIJEAUG78; EJ 177 300

Descriptors—*Doctoral Degrees, Family Life, *Family Status, *Females, Labor Force, *Professional Recognition, Research Projects, *Success Factors

This study examines the relationship between family status and professional status and achievement of a sample of 415 women doctorates. It was hypothesized that family complexity is negatively related to professional achievement and status; however, the data suggest the relationship is a more complex one. (Author)

WE 004 427

Donahue, Thomas J.   Costar, James W.

Counselor Discrimination Against Young Women in Career Selection.

Journal Cit—Journal of Counseling Psychology; v24 n6 p481-5 Nov 77

Note—Also cited in Psychological Abstracts, 60-4142

Data Base ID—CIJEAUG78; EJ 177 334

Descriptors—*Bias, *Career Choice, *Counselors, Educational Background, Females, Secondary Education, Secondary School Counselors, *Social Status

Identifiers—*Sex Role Attitudes

To document counselor bias toward females and identify some of its correlates, six short case studies were devised describing either a male or female. When the study described a female, counselors chose occupations that paid less, required less prerequisite education, and were more closely supervised than a study describing a male. (Author)

WE 004 428

Hanson, Gary R.   And Others

Validity of Diverse Procedures for Reporting Interest Scores: An Analysis of Longitudinal Data.

Journal Cit—Journal of Counseling Psychology; v24 n6 p487-93 Nov 77

Data Base ID—CIJEAUG78; EJ 177 335

Descriptors—College Students, Comparative Analysis, Criterion Referenced Tests, *Interest Tests, Norm Referenced Tests, Research Projects, *Test Validity, *Vocational Counseling

Identifiers—*ACT Interest Inventory, *Vocational Interest Profile

This study compared the criterion-related validity of interest inventories measuring basic types of interests. A significant characteristic of reports based on same-sex norms is they suggest similar vocational options to males and females. The other reporting procedures typically suggest options traditional for a person's sex, (Author)

WE 004 429

Freeman, Harvey R.   Stormes, Nita L.

Effects of Sex of Subject and Sex of Interpreter on Responses to Test Feedback.

Journal Cit—Journal of Counseling Psychology; v24 n6 p537-9 Nov 77

Note—Also cited in Psychological Abstracts, 60-3067

Data Base ID—CIJEAUG78; EJ 177 343

Descriptors—College Students, *Helping Relationship, *Reactive Behavior, Research Projects, *Self Concept, *Self Evaluation, *Sex Differences

Subjects received falsified psychological test results that were discrepant with their own reports on self-referring attitudes. Both female and male subjects changed their self-reports more when the interpreter was of their own sex. (Author)

WE 004 430

Tittle, Carol Kehr   And Others

Differentiating the Interests of Mature Women: A Factor Analysis of the KOIS.

Journal Cit—Measurement and Evaluation in Guidance; v11 n1 p34-43 Apr 78

Data Base ID—CIJEAUG78; EJ 177 434

Descriptors—Factor Analysis, *Females, Interest Scales, *Interest Tests, Research Projects, *Vocational Maturity

Identifiers—*Kuder Occupational Interest Survey, *Reentry Workers

Scale scores of KOIS profiles of 202 reentry women were converted to within individual form by means of a z-score transformation. Seven factors emerged on the female-normed scales and 11 factors on the male-normed scales. Four factors were similar in both norm sets and two showed some overlap. (Author)

WE 004 431

Pollock, Griselda

What's Wrong with Images of Women?

Journal Cit—Screen Education; 24; n24 p2   A 77

Data Base ID—CIJEAUG78; EJ 177 437

Descriptors—*Analytical Criticism, *Females, Feminism, Sex Role, *Sex Stereotypes, Womens Studies

Addresses "an unabridged gap within the women's movement between an awareness of the role of ideology in visual respresentations of women in our oppression and the level of critical and theoretical analysis developed by a small number of largely professionally involved women". (Author)

WE 004 432

Amiran, Minda Rae

What Women's Literature?

Journal Cit—College English; v39 n6 p653-61 Feb 78

Data Base ID—CIJEAUG78; EJ 177 513

Descriptors—*Females, *Feminism, Higher Education, Literary Analysis, Literary Criticism, *Literature, *Womens Studies

Women's literature is not a literary category and the teaching of women's literature is a subversion of women's liberation. (DD)

WE 004 433

Juhasz, Suzanne

"Some Deep Old Desk or Capacious Hold–All": Form and Women's Autobiography.

Journal Cit—College English; v39 n6 p663-8 Feb 78

Data Base ID—CIJEAUG78; EJ 177 514

Descriptors—*Autobiographies, *Females, *Literary Genres, *Literary Influences, *Writing

An exploration of autobiographical form and its relation to the shape of women's lives. (DD)

WE 004 434

Hampsten, Elizabeth

This Is Christmas Eve and I Am in Tintah.

Journal Cit—College English; v39 n6 p670-8 Feb 78

Data Base ID—CIJEAUG78; EJ 177 515

Descriptors—Composition (Literary), *Diaries, *Females, *Literary Analysis, *Sex Role, *Writing

Presents excerpts from several women's diaries, concluding that they are a means of gaining a hold on immediate objects and of staying alive. (DD)

WE 004 435

Gladstein, Mimi R.

Ayn Rand and Feminism: An Unlikely Alliance.

Journal Cit—College English; v39 n6 p680-5 Feb 78

Data Base ID—CIJEAUG78; EJ 177 516

Descriptors—*Females, *Feminism, Literary Analysis, *Literary Criticism, *Role Models, *Sex Role

Identifiers—*Rand (Ayn)

Analyzes the works of Ayn Rand, concluding that they provide positive female role models. (DD)

WE 004 436

Berg-Cross, Linda   Berg-Cross, Gary

Listening to Stories May Change Children's Social Attitudes.

Journal Cit—Reading Teacher; v31 n6 p659-63 Mar 78

Data Base ID—CIJEAUG78; EJ 177 566

Descriptors—*Changing Attitudes, *Childrens Books, Early Childhood Education, *Listening,

*Social Attitudes, Social Values, *Story Reading, *Values
Identifiers—*Sex Role Stereotypes

Children who listened to "William's Doll," "Giving Tree," "Bread and Jam for Frances," and "My Grandson Lew," changed their attitudes in the respective areas of sex role stereotyping, friendship, death, and risk taking. (MKM)

WE 004 437

Smith, Judith A.

Encouraging Women to Enter Administration.

Journal Cit—NASSP Bulletin; v62 n418 p114-9 May 78
Data Base ID—CIJEAUG78; EJ 177 660
Descriptors—Administrative Personnel, Assistant Principals, *Educational Administration, Elementary Secondary Education, Equal Opportunities (Jobs), *Principals, School Administration, School Superintendents, *School Surveys, Working Women
Identifiers—Pennsylvania

A 1975 survey of Pennsylvania school superintendents reveals generally high evaluations of women principals' and assistant principals' administrative performance. This article also contains a brief history of women in educational administration. (DS)

WE 004 438

Wasserstrom, Richard

A Defense of Programs of Preferential Treatment.

Journal Cit—Phi Kappa Phi Journal; v58 n1 p15-8 Win 78
Data Base ID—CIJEAUG78; EJ 177 923
Descriptors—*Access to Education, *Admission Criteria, *Affirmative Action, *College Admission, Court Litigation, Higher Education, Quotas, Racial Discrimination, *Reverse Discrimination, Sex Discrimination
Identifiers—Bakke Case, *Selective Admissions

The case for programs of preferential treatment can plausibly rest both on the view that such programs are not unfair to white males and on the view that it is unfair to continue the present set of unjust–often racist and sexist–institutions that comprise the social reality. Such programs may be effective means by which to achieve equality and integration. (Author/LBH)

WE 004 439

Kaufman, Debra Renee

Women and the Professions: Can What's Preached Be Practiced?

Journal Cit—Soundings; v40 n4 p410-27 W 77
Data Base ID—CIJEAUG78; EJ 177 941
Descriptors—*College Role, *Equal Opportunities (Jobs), *Females, Higher Education, Professional Education, *Professional Occupations, Professional Recognition, Sex Discrimination, *Socialization, Status

Considered in this discourse are: normative commitment and collegial reinforcement of the professions; the functionalist tradition; reconciling what's practiced with what's preached; collegial socialization and control; and women and the practice of the professions. (LBH)

WE 004 440

Hooyman, Nancy R.   Johnson, Susan

Sociology's Portrayal of Women: Socio–Political Implications.

Journal Cit—Soundings; v40 n4 p449-65 W 77
Data Base ID—CIJEAUG78; EJ 177 943
Descriptors—*American Culture, Discriminatory Attitudes (Social), *Females, *Political Attitudes, *Social Attitudes, Social Science Research, *Sociology
Identifiers—*Sex Bias

It is argued that the male bias of sociology produces an inadequate and incorrect theoretical portrayal of the social behavior of women. This bias–expressed through the topics of inquiry selected, methods used, and interpretations of findings–has significant political implications for the condition of women in society. (Author/LBH)

WE 004 441

Gould, Ketayun

Independent and Interactional Effects of Ethnicity and Sex on Salary Inequities in Schools of Social Work.

Journal Cit—Journal of Education for Social Work; v14 n1 p52-9 W 78
Data Base ID—CIJEAUG78; EJ 178 019
Descriptors—College Faculty, *Females, Higher Education, Males, *Minority Groups, Professional Education, *Salary Differentials, *Sex Discrimination, *Social Work, *Teacher Salaries

Research findings are presented indicating that although there is no significant difference in the salaries of minority and nonminority faculty as a whole, it is a problem area for minority females. Sex is a stronger variable than ethnicity, with the following rank order from highest to lowest mean salaries: nonminority males, minority males, minority females, and nonminority females. (Author/LBH)

WE 004 442

Connor, Jane Marantz   And Others

Sex–related Differences in Response to Practice on a Visual–Spatial Test and Generalization to a Related Test.

Journal Cit—Child Development; v49 n1 p24-9 Mar 78
Data Base ID—CIJEAUG78; EJ 178 170
Descriptors—Elementary Education, *Elementary School Students, *Generalization, Research, *Sex Differences, *Training, *Visual Perception
Identifiers—*Visual Spatial Ability

WE 004 443

Fagot, Beverly I.

Reinforcing Contingencies for Sex–Role Behaviors: Effect of Experience with Children.

Journal Cit—Child Development; v49 n1 p30-6 Mar 78
Data Base ID—CIJEAUG78; EJ 178 171
Descriptors—*Behavior Patterns, Observation, *Preschool Education, Research, *Sex Role, *Social Reinforcement, *Teacher Behavior, *Teaching Experience

Describes 2 studies in which experienced and inexperienced preschool teachers were observed during children's free play periods. It was suggested that inexperienced teachers tend to go along with children's play perferences, while experienced teachers direct the children into activities they consider more important to academic success (i. e., feminine behaviors). (Author/JMB)

WE 004 444

Clarke, Anne E.   Ruble, Diane N.

Young Adolescents' Beliefs Concerning Menstruation.

Journal Cit—Child Development; v49 n1 p231-4 Mar 78
Data Base ID—CIJEAUG78; EJ 178 197
Descriptors—*Adolescents, *Attitudes, Research, Sex (Characteristics), *Sex Differences
Identifiers—*Menstruation

A sample of 54 young adolescent girls (both pre- and postmenarcheal) and boys responded to a questionnaire assessing evaluative attitudes toward menstruation, expected symptomatology, perceived effects on moods and activities, and sources of information for these beliefs. (Author/JMB)

WE 004 445

Marcus, Terri L.   Corsini, David A.

Parental Expectations of Preschool Children as Related to Child Gender and Socioeconomic Status.

Journal Cit—Child Development; v49 n1 p243-6 Mar 78
Data Base ID—CIJEAGU78; EJ 178 200
Descriptors—*Achievement, *Expectation, *Parent Attitudes, *Preschool Children, Research, *Sex Differences, Social Differences

Mothers and fathers of 40 preschool children equally distributed by child gender and socioeconomic status (low and middle) were asked to predict the level of success for their child on 4 achievement-type tasks. (Author/JMB)

WE 004 446

McLoughlin, Mary Ellen   Scott, Nan E.

Sex–Affirmative Counseling: The Counselor as Change Agent.

Journal Cit—Tennessee Education; v7 n3 p21-7 Win 78
Data Base ID—CIJEAUG78; EJ 178 219
Descriptors—*Affirmative Action, *Androgyny, *Change Agents, *Counseling Effectiveness, *Counselors, *Criteria, *Sex Fairness
Identifiers—*Sex Affirmative Counseling, Sex Role Stereotypes

Sex-affirmative counseling requires: counselor self-exploration re: his/her mind-set toward sex-role stereotyping; awareness of the sex-role attitudes of the counselee re: perceived available alternatives; content analysis of counseling material re: blatant or subtle sex-bias; and affirmative moves by the counselor to explore discarded life options based on sex-role stereotypes. (JC)

WE 004 447

Strauss, Mary Jo Boehm

Wanted: More Women in Science.

Journal Cit—American Biology Teacher; v40 n3 p181-5,8 Mar 78
Data Base ID—CIJEAUG78; EJ 178 457
Descriptors—Career Opportunities, *Engineering, Engineering Education, *Equal Opportunities (Jobs), Science Education, *Sciences, Womens Education, *Working Women

The purpose of this paper is to summarize recent research on the obstacles women encounter as they seek education and employment in the sciences and engineering and to offer suggestions for overcoming some of the barriers. (Author/BB)

WE 004 448

Women in Science: Still a Struggle.

Journal Cit—Chemical and Engineering News; v56 n11 p6 Mar 78
Data Base ID—CIJEAUG78; EJ 178 458
Descriptors—*Career Opportunities, College Science, *Engineering Education, Equal Opportunities (Jobs), Higher Education, Professional Personnel, Science Education, *Sciences, Scientists, *Working Women

Reviews the New York Academy of Sciences conference on expanding the role of women in engineering and the sciences, particularly chemistry. (SL)

WE 004 449

Hahn, Carole L.

Review of Research on Sex Roles: Implications for Social Studies Research.

Journal Cit—Theory and Research in Social Education; v6 n1 p73-99 Mar 78
Data Base ID—CIJEAUG78; EJ 178 563
Descriptors—*Academic Achievement, Elementary Secondary Education, Expectation, Research Problems, *Sex Role, Sex Stereotypes, *Social Science Research, Social Studies, *Student Attitudes, *Textbook Bias

Sex role research shows that (1) some achievement differences are related to students' sex role perceptions and teacher expectations, (2) effects on students of textbook bias against females have not been clearly demonstrated, and (3) instruction designed to reduce sex role stereotyping has had mixed results. (Author/AV)

WE 004 450

Reskin, Barbara F.

Scientific Productivity, Sex, and Location in the Institution of Science.

Journal Cit—American Journal of Sociology; v83 *n5 p1235-43 Mar 78*

Note—Also cited in Sociological Abstracts, 78J4097

Data Base ID—CIJEAUG78; EJ 178 605

Descriptors—Data Analysis, *Females, Males, Professional Occupations, Professional Recognition, *Science Careers, *Sex Differences, *Statistical Analysis, *Success Factors

In a study of the relationship of sex differences to success in science careers, data were analyzed for 229 female and 221 male chemists who obtained Ph.D's at American universities between 1955 and 1961. Findings indicate that male chemists slightly outpublish female chemists and that sex differences do exist in the determinants of productivity. (Author/DB)

WE 004 451

Gayton, William F. And Others

A Comparison of the Bem Sex Role Inventory and the PRF ANDRO Scale.

Journal Cit—Journal of Personality Assessment; v41 n6 p619-21 Dec 77

Data Base ID—CIJEAUG78; EJ 178 636

Descriptors—*Androgyny, *Correlation, Females, Higher Education, Males, *Measurement Techniques, Sex Differences, *Sex Role, Undergraduate Students

Identifiers—*Bem Sex Role Inventory, *Personality Research Form ANDRO Scale (Jackson)

The agreement between the Bem Sex Role Inventory and Jackson's Personality Research Form ANDRO Scale in designating sex role–masculine, feminine, neutral, or androgynous–was examined for 158 male and female undergraduate students. When both sexes were combined, 42 percent of the subjects fell into the same category on both tests. (Author/CTM)

WE 004 452

Sherman, Julia Fennema, Elizabeth

The Study of Mathematics by High School Girls and Boys: Related Variables.

Journal Cit—American Educational Research Journal; v14 n2 p159-68 Spr 77

Data Base ID—CIJEAUG78; EJ 178 645

Descriptors—*Academic Achievement, Affective Tests, *Educational Interest, Females, *High School Students, Males, *Mathematics, Secondary School Mathematics, Senior High Schools, *Sex Differences, *Student Attitudes

Identifiers—*Fennema Sherman Mathematics Attitudes Scales

Male and female high school students enrolled in mathematics classes were compared concerning their intent to enroll in additional mathematics classes. Significantly more males than females, especially from the lower half of the achievement distribution, intended to continue mathematics courses. Sex differences in attitudes towards mathematics are also reported. (Author/MV)

WE 004 453

Eder, Donna Hallinan, Maureen T.

Sex Differences in Children's Friendships.

Journal Cit—American Sociological Review; v43 n2 p237-50 Apr 78

Data Base ID—CIJEAUG78; EJ 178 653

Descriptors—*Behavior Patterns, *Childhood Friendship, Elementary Education, Grade 5, Grade 6, *Interpersonal Competence, *Sex Differences, Social Relations, *Sociometric Techniques

This paper examines sex differences in the exclusiveness of children's dyadic friendships by comparing differences in the choice or nonchoice by dyad members of a third person at a given point in time as well as change in these triadic choices over time. (Author)

WE 004 454

Benoist, Irving R. Butcher, James N.

Nonverbal Cues to Sex–Role Attitudes.

Journal Cit—Journal of Research in Personality; v11 n4 p431-42 Dec 77

Data Base ID—CIJESEP78; EJ 178 674

Descriptors—*Body Language, *Individual Characteristics, *Personality Assessment, Research Methodology, Self Evaluation, Sex Differences

Identifiers—*Sex Role Attitudes

Explores how self-reported sex-role attitudes, or masculinity and femininity, when assessed by an instrument based on sound item selection procedures (Minnesota Attitude Survey) are related to expressive, nonverbal behaviors as viewed by peers. Examines the possibility that personality characteristics, more frequently associated with one or the other sex, can be reliably made from observations of only nonverbal data. (Author/RK)

WE 004 455

Gaebelein, Jacquelyn W.

Sex Differences in Instigative Aggression.

Journal Cit—Journal of Research in Personality; v11 n4 p466-74 Dec 77

Data Base ID—CIJESEP78; EJ 178 677

Descriptors—*Aggression, *Females, *Personality Assessment, Self Evaluation, Sex Differences, *Task Performance

The instigative aggression paradigm, in which male and female subjects instructed a female confederate which shock to set for an opponent in a competitive reaction time task, was employed. Results were discussed in terms of violation of task role and sex role expectations. (Editor/RL)

WE 004 456

Vetter, Louise Peterson, Marla

Sex Equity: The Call to Leadership.

Journal Cit—American Vocational Journal; v53 n3 p24-8 Mar 78

Data Base ID—CIJESEP78; EJ 178 822

Descriptors—*Change Strategies, *Educational Change, Federal Legislation, Federal Regulation, Resource Materials, *Sex Discrimination, *Sex Stereotypes, Social Change, State Programs, *Vocational Education

Identifiers—*Education Amendments 1976 Title II, Title II Education Amendments 1976

Discusses the provisions of the Education Amendments of 1976 related to the overcoming of sex discrimination and sex stereotyping in vocational education, lists five major administrative requirements for state programs, and notes specifications for national programs. Includes information on some secondary and postsecondary programs and other resource materials. (MF)

WE 004 457

Wilson, Janice

An Innovative Project to Serve School–Age Parents.

Journal Cit—Illinois Teacher of Home Economics; v21 n4 p210-1 Mar-Apr 78

Data Base ID—CIJESEP78; EJ 178 863

Descriptors—Child Care, Interdisciplinary Approach, *Parenthood Education, *Pregnant Students, Program Descriptions, Secondary Education, *Unwed Mothers

Identifiers—*Illinois (Urbana)

Urbana (Illinois) High School has had a class for pregnant students for several years, taken for physical education credit. This year the program was expanded to include postpartum as well as antepartum students, a unit on nutrition, and community health and social services. (MF)

WE 004 458

Berger, Gertrude

Females and Social Occupations: Forced or Free Choice.

Journal Cit—School Counselor; v25 n4 p250-*3 Mar 78*

Data Base ID—CIJESEP78; EJ 178 909

Descriptors—*Career Choice, *Females, *Occupational Aspiration, *Role Conflict, *Sex Stereotypes, State Of The Art Reviews

This article suggests that many females select social occupations as a means of asylum from anxiety which is caused by competing in male-dominated fields. The attempt to reconcile societal expectations of woman as marriage partner with high achievement motivation denies her the full realization of her intellectual capabilities. (Author)

WE 004 459

Woodcock, Penny Robinson Herman, Al

Fostering Career Awareness in Tenth–Grade Girls.

Journal Cit—School Counselor; v25 n4 p252-63 Mar 78

Data Base ID—CIJESEP78; EJ 178 910

Descriptors—*Career Awareness, High School Students, Program Descriptions, Secondary Education, Self Evaluation, Sex Stereotypes, Social Status, *Vocational Counseling, Vocational Development

The career development program described affected significant improvement in overall career awareness and in factual knowledge of the occupational status of women today. Did not effect significant changes in level of maturity of career choice attitudes, in self-appraisals competency, and in attitudes toward the rights and roles of women. (Author)

WE 004 460

O'Donnell, Jo Anne Andersen, Dale G.

Factors Influencing Choice of Major and Career of Capable Women.

Journal Cit—Vocational Guidance Quarterly; v26 n3 p214-21 Mar 78

Data Base ID—CIJESEP78; EJ 178 913

Descriptors—*Career Choice, *College Majors, Environmental Influences, *Females, Perception, Sex Stereotypes, Social Influences

The study made for this article sought to determine the effects of selected social and environmental variables on the choice of major and career plans of women possessing high quantitative aptitude. (Author)

WE 004 461

Shively, Michael G. And Others

The Identification of the Social Sex–Role Stereotypes.

Journal Cit—Journal of Homosexuality; v3 n3 p225-33 Spr 78

Note—Also cited in MEDLARS, 78195213

Data Base ID—CIJESEP78; EJ 178 920

Descriptors—*Individual Characteristics, *Social Attitudes

Identifiers—*Sex Role Stereotypes

Female and male respondents (N = 300) completed a questionnaire by listing characteristics people expected a masculine man, a feminine woman, a feminine man, and a masculine woman to have. Results supported the hypothesis that the stereotypes for femininity and masculinity are dimorphous. (Author)

WE 004 462

Bradley, Patricia Hayes

Pressure for Uniformity: An Experimental Study of Deviate Responses in Group Discussions of Policy.

Journal Cit—Small Group Behavior; v9 n1 p149-59 Feb 78

Data Base ID—CIJESEP78; EJ 178 984

Descriptors—College Students, *Conformity, Group Behavior, *Group Dynamics, Participant

Involvement, Sex Differences, *Social Influences, *Verbal Communication

This study suggests female and male verbal behavior should be viewed separately when analysing task-importance. Ego-involvement works with task importance to create atmospheres of maximum involvement. Characteristics of communication and group pressure for uniformity are identified. (MFD)

WE 004 463

Hansen, L. Sunny Keierleber, Dennis L.

BORN FREE: A Collaboraborative Consultation Model for Career Development and Sex-Role Stereotyping.

Journal Cit—Personnel and Guidance Journal; v56 n7 p395-9 Mar 78

Data Base ID—CIJESEP78; EJ 178 985

Descriptors—*Change Strategies, *Consultation Programs, Educational Change, Educational Environment, Models, Sex Stereotypes, *Staff Improvement, *Vocational Development

Identifiers—*Project Born Free

This article describes a consultation model. The project's goals are to create educational environments that encourage students to explore a wide range of career and life-style options, to facilitate personal growth for educators, and to facilitate institutional change that will expand options for both women and men. (Author/JEL)

WE 004 464

Gross, Stanley J.

Characteristics of Student Personnel Workers: A Review of the Research.

Journal Cit—Journal of College Student Personnel; v19 n3 p231-6 May 78

Data Base ID—CIJESEP78; EJ 179 055

Descriptors—*Administrator Characteristics, Age Differences, *Discriminatory Attitudes (Social), Literature Reviews, Sex Differences, State Of The Art Reviews, *Student Personnel Workers, Working Women

Identifiers—Sex Bias

Data from 33 studies of college student personnel workers are compared on five characteristics: sex, ethnicity, age, academic degree, and marital status. Systematic biases against women and minorities, similarity between student personnel executives and teaching faculty, and differences in proportions of married men and women were found. (Author)

WE 004 465

Simpson, Christina J.

Educational Materials and Children's Sex Role Concepts.

Journal Cit—Language Arts; v55 n2 p161-7 Feb 78

Data Base ID—CIJESEP78; EJ 179 139

Descriptors—*Children, Educational Research, Elementary Education, *Instructional Materials, *Literature Reviews, *Sex Role, *Sex Stereotypes

A review of research on the development of sex role concepts in children and the effects of educational materials on children's sex-stereotyped thinking. (DD)

WE 004 466

Styer, Sandra

Biographical Models for Young Feminists.

Journal Cit—Language Arts; v55 n2 p168-74 Feb 78

Data Base ID—CIJESEP78; EJ 179 140

Descriptors—*Biographies, Elementary Education, *Females, Feminism, Language Arts, *Literary Analysis, *Role Models, *Sex Role

Suggests ways of studying women's biographies so as to provide young girls with appropriate role models. (DD)

WE 004 467

Shackford, Jane W.

Dealing with Dr. Dolittle: A New Approach to the "-isms".

Journal Cit—Language Arts; v55 n2 p180-7 Feb 78

Data Base ID—CIJESEP78; EJ 179 142

Descriptors—Censorship, *Childrens Literature, Elementary Education, Language Arts, *Racism, Reading Material Selection, *Sex Stereotypes, *Teaching Procedures

Suggests that teachers employ dialogue rather than censorship in dealing with the moral dilemma provoked by racist or sexist fiction. (DD)

WE 004 468

Reed, Linda O'Donnell, Holly

Not for Women Only: ERIC/RCS Report.

Journal Cit—Language Arts; v55 n2 p223-9 Feb 78

Data Base ID—CIJESEP78; EJ 179 147

Descriptors—Elementary School Students, *Females, *Literature Reviews

Identifiers—*Educational Resources Information Center, *Sex Role Stereotypes

Discusses sex role stereotyping and its effect on children, describing eleven ERIC documents which deal with this subject. (DD)

WE 004 469

Baker, Liva

Kirkland and Hamilton: Does Father Know Best?

Journal Cit—Change; v10 n5 p32-5 May 78

Data Base ID—CIJESEP78; EJ 179 393

Descriptors—*Coeducation, College Environment, Educational Alternatives, Higher Education, Liberal Arts, *Mergers, Organizational Climate, Private Colleges, Small Colleges, *Womens Education

Identifiers—Hamilton College NY, *Kirkland College NY, *Womens Colleges

The establishment of Kirkland College as the first independent women's college founded in the East since 1926 is reviewed with focus on its merger in 1978 into its parent institution, Hamilton College. Financial problems are cited and extreme differences in campus outlook are discussed. (LBH)

WE 004 470

Frick, Kathy Brophy

"Birds" Can Break the Ice, Present Women's Issues.

Journal Cit—Simulation/Gaming; v4 n4 p1-2 Jul-Aug 77

Data Base ID—CIJESEP78; EJ 179 538

Descriptors—*Games, *Sex Discrimination, Sex Role, Sex Stereotypes, Simulation

A card game to initiate discussions of institutionalized sexism. (Author)

WE 004 471

Prescott, Patricia A.

Sex Differences on a Measure of Self-Esteem: Theoretical Implications.

Journal Cit—Journal of Genetic Psychology; v132 n1 p67-86 Mar 78

Data Base ID—CIJESEP78; EJ 179 625

Descriptors—Elementary School Students, Racial Differences, *Self Esteem, *Semantic Differential, *Sex Differences, Social Characteristics

Identifiers—Franks Marolla Semantic Differential

This paper examines sex differences on the Franks-Marolla Semantic Differential measure of self-esteem and raises questions about the meaning of such differences for theoretical and experimental studies of self-esteem. Subjects were 442 sixth-through eighth-grade students. (BD)

WE 004 472

Heilbrun, Alfred B., Jr.

An Exploration of Antecedents and Attributes of Androgynous and Undifferentiated Sex Roles.

Journal Cit—Journal of Genetic Psychology: v132 n1 p97-108 Mar 78

Note—Also cited in MEDLARS, 78173051

Data Base ID—CIJESEP78; EJ 179 627

Descriptors—Adolescents, *Androgyny, *Identification (Psychological), Individual Characteristics, *Parent Influence, Sex Differences, *Sex Role

Identifiers—*Sex Identity

Examines the parent identification patterns and the masculine and feminine attributes of androgynous and undifferentiated (neither masculine nor feminine) adolescents. Compares the parent identification patterns and sex role attributes of these adolescents to those of adolescents characterized as masculine or feminine. (BD)

WE 004 473

Liben, Lynn S.

Performance on Piagetian Spatial Tasks as a Function of Sex, Field Dependence, and Training.

Journal Cit—Merrill-Palmer Quarterly; v24 n2 p97-110 Apr 78

Data Base ID—CIJESEP78; EJ 179 648

Descriptors—Age Differences, *Cognitive Style, High School Students, Sex Differences

Identifiers—Field Dependence, *Spatial Relations

High school boys and girls were given Piagetian horizonatality tasks to determine whether the sex differences found earlier in college students would also be found in a heterogeneous group of adolescents. (SB)

WE 004 474

Saavedra-Vela, Pilar

The Dark Side of Hispanic Women's Education.

Journal Cit—Agenda; v8 n3 p15-8 May/Jun 78

Data Base ID—CIJESEP78; EJ 179 653

Descriptors—Educational Needs, *Equal Education, *Equal Opportunities (Jobs), *Females, Occupational Guidance, *Spanish Speaking

The disparities between men's and women's education, jobs, and salaries have not avoided Hispanas. On the contrary, Hispanic women, are doubly burdened, not only by the discrimination against them as women, but as members of a minority group. (Author/NQ)

WE 004 475

Sinowitz, Betty E.

The Teacher and the Law.

Journal Cit—Today's Education; v66 n4 p22-3 Nov-Dec 77

Data Base ID—CIJESEP78; EJ 180 326

Descriptors—*Civil Rights Legislation, Equal Opportunities (Jobs), Pregnancy, *Sex Discrimination, Teacher Retirement, *Women Teachers, Working Women

A brief overview of some current litigation in the courts reveals that women teachers are still subject to discrimination in many areas despite civil rights laws. (JD)

WE 004 476

Bain, Linda L.

Differences in Values Implicit in Teaching and Coaching Behaviors.

Journal Cit—Research Quarterly; v49 n1 p5-11 Mar 78

Data Base ID—CIJESEP78; EJ 180 382

Descriptors—*Athletic Coaches, *Personal Values, *Physical Education, Secondary School Teachers, Sex Differences, *Teachers, *Values

An examination of value differences due to sex or situation (teaching/coaching) of forty Houston physical education teachers and coaches showed (1) female subjects scoring higher than males or privacy and instructional achievement; (2) coaches scoring higher on privacy, instructional achievement, and specificity than teachers; and (3) teachers scoring higher on the universalism dimension. (MJB)

WE 004 477

Gutin, Bernard And Others

Morphological and Physiological Factors Related to Endurance Performance of 11 to 12–Year–Old Girls.

Journal Cit—Research Quarterly; v49 n1 p44-52 Mar 78

Data Base ID—CIJESEP78; EJ 180 387

Descriptors—*Exercise (Physiology), *Females, Junior High School Students, *Performance Factors, *Physical Characteristics

WE 004 478

Folra, Rosalind Reed

The Effect of Self Concept Upon Adolescents' Communication with Parents.

Journal Cit—Journal of School Health; v48 n2 p100-2 Feb 78

Data Base ID—CIJESEP78; EJ 180 401

Descriptors—Adolescents, *Interaction Process Analysis, *Parent Child Relationship, *Rapport, *Self Concept, Sex Differences, Teenagers

The author examines: (1) the relationship between individual family member self-concept and the communication patterns of parents and their adolescents; and (2) sex differences in communication patterns and self-concepts pertaining to intra-family relationships. (MJB)

WE 004 479

Gleser, Goldine And Others

Adolescents View Their Mental Health.

Journal Cit—Journal of Youth and Adolescence; v6 n3 p249-63 Sep 77

Data Base ID—CIJESEP78; EJ 180 533

Descriptors—Adolescents, Age Differences, Behavior Rating Scales, Check Lists, Institutionalized Persons, *Mental Health, Racial Differences, *Self Evaluation, Sex Differences, Teenagers

Identifiers—Adolescent Life Assessment Checklist

A 40-item behavioral measure, the Adolescent Life Assessment Checklist, was administered to patient and nonpatient samples. A comparable form obtains information from a parent or guardian. Responses of 356 adolescents from three sources were analyzed; differences attributable to race, sex, age, sample source, and their interactions did exist. (Author/MV)

WE 004 480

Offer, Daniel And Others

The Self–Image of Adolescents: A Study of Four Cultures.

Journal Cit—Journal of Youth and Adolescence; v6 n3 p265-80 Sep 77

Data Base ID—CIJESEP78; EJ 180 534

Descriptors—Adolescents, Age Differences, *Cross Cultural Studies, Delinquent Behavior, Emotionally Disturbed, Foreign Countries, *Mental Health, Self Concept, *Self Concept Tests, Sex Differences, *Test Reliability

Identifiers—Australia, Ireland, Israel, *Offer Self Image Questionnaire, United States

The effectiveness of the Offer Self-Image Questionnaire (OSIQ) in separating normal, juvenile delinquent, and emotionally disturbed adolescents, older and younger teenagers, and males and females is discussed. The results of the OSIQ in four different cultures (United States, Ireland, Australia, and Israel) are also described. (Author/MV)

WE 004 481

Ovando, Carlos J.

Female and Male Latino College Aspirations: The Implications for Pluralistic Education.

Journal Cit—Educational Research Quarterly; v2 n4 p106-22 W 78

Data Base ID—CIJESEP78; EJ 180 564

Descriptors—*Academic Aspiration, Ethnicity, High School Students, Locus of Control, Mexican Americans, Parental Aspiration, Peer Influence, Sex Differences, Socioeconomic Background, *Spanish Americans

A questionnaire survey in one metropolitan high school suggests that both male and female Latino students generally aspire to attend college. Parents' aspirations, peer influence, ethnic and social class awareness, and students' perception of locus of control and educational benefits are related to college aspirations. (CTM)

WE 004 482

Daniels, Arlene Kaplan

Women's Worlds.

Journal Cit—Society; v15 n3 p44-6 Mar-Apr 78

Data Base ID—CIJESEP78; EJ 180 591

Descriptors—Educational Change, *Educational Trends, *Feminism, Higher Education, *Social Change, Social Sciences, *Working Women

The women's movement may show us some of the changes to come in the content and form of the social sciences. Among issues which will be increasingly addressed are those of work and the family, personal growth and social responsibility, and the emotional component in rational, objective, and scientific enterprise. (Author/GC)

WE 004 483

Williams, Roger M.

The Battle for Bucks in Women's Athletics.

Journal Cit—Saturday Review; v5 n8 p56-7 Jan 21 78

Data Base ID—CIJEOCT78; EJ 180 687

Descriptors—Critical Thinking, Educational Finance, Equal Education, *Federal Aid, *Females, *Intercollegiate Programs, Males, *Scholarships, *University Administration, *Womens Athletics

Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

Title IX of the federal Education Amendments of 1972 requires that a fair share of athletic funds and facilities at American colleges and schools be given to females. Discusses what different schools around the United States are doing in reaction to that legislation. (Editor/RK)

WE 004 484

Campbell, Ena

Equality by Default: Women in Dual Roles.

Journal Cit—Intellect; v106 n2393 p307-9 Feb 78

Data Base ID—CIJEOCT78; EJ 180 819

Descriptors—*Civil Rights, Cross Cultural Studies, Educational Research, Equal Opportunities (Jobs), *Feminism, *Sex Role, *Social Change, *Working Women

Identifiers—*Equal Rights Amendment

The struggle for an Equal Rights Amendment (ERA) to the American Constitution is one of the most controversial issues of this era. Discusses the changing role of women amidst a fast-changing society, the styles of those opposing the women's revolution, the debate over women as persons, women in dual roles, and the implications of ERA for the world and the future. (Author/RK)

WE 004 485

Goetsch, David

Drafting Women into a Nontraditional Career.

Journal Cit—Florida Vocational Journal; v3 n8 p14-6 Apr 78

Data Base ID—CIJEOCT78; EJ 180 884

Descriptors—Adult Vocational Education, Career Opportunities, Coeducation, Drafting, *Females, Junior Colleges, Models, Program Descriptions, *Publicize, *Student Recruitment

Identifiers—*Nontraditional Career Choice, Okaloosa Walton Junior College FL

A pilot program at Okaloosa-Walton Junior College (Niceville, Florida) sought to increase the number of women in all its vocational areas. Brochures, posters and slide-tape presentations provided information for targeted groups in identified locations. One year after recruitment efforts began, enrollment went from two to twenty in drafting the pilot area. (DTT)

WE 004 486

Schlossman, Steven Wallach, Stephanie

The Crime of Precocious Sexuality: Female Juvenile Delinquency in the Progressive Era.

Journal Cit—Harvard Educational Review; v48 n1 p65-94 Feb 78

Data Base ID—CIJEOCT78; EJ 180 904

Descriptors—Adolescents, *Delinquency, *Discriminatory Attitudes (Social), Equal Protection, *Females, Historical Reviews, *Sex Discrimination, Social Values

An historical inquiry into the juvenile system's practices of sexual discrimination demonstrates that during the Progressive era girls received more severe treatment in juvenile courts and reformatories. Concludes that the discriminatroy treatment of female delinquents in the early twentieth century resulted from racial prejudice, new theories of adolescence, and movements to purify society. (EM)

WE 004 487

Hine, Peggy A. Latack, Janina C.

The Paradox of the Part–Time Professional.

Journal Cit—Journal of the NAWDAC; v41 n3 p98-101 Spr 78

Data Base ID—CIJEOCT78; EJ 180 991

Descriptors—*College Faculty, Discriminatory Attitudes (Social), Females, Higher Education, *Part Time Jobs, Part Time Teaching, *Professional Personnel, State Of The Art Reviews

Identifiers—*Occupational Status

Many institutions utilize part-time staff, predominantly female, to fill roles in teaching, academic advising, and mid-level administration. Paradoxically, these part-time professionals are denied the status commensurate with their contribution. They are viewed as less than "career" professionals. (Author)

WE 004 488

Brandenburg, Judith Berman

Intergenerational Workshops for College Women.

Journal Cit—Journal of the NAWDAC; v41 n3 p109-12 Spr 78

Data Base ID—CIJEOCT78; EJ 180 994

Descriptors—*Age Differences, College Students, *Communication Skills, *Females, Higher Education, Program Descriptions, *Skill Development, Student Attitudes, Womens Studies, Workshops

Identifiers—Reentry Students

Although intergenerational workshops are defined in terms of younger and older women, in many ways the workshops have shown that age is not a significant factor. The participants are actually brought together by the mutual needs, problems, aspirations, and goals that they share as students and as women. (Author)

WE 004 489

Manis, Laura G.

Education for Personal Effectiveness.

Journal Cit—Journal of the NAWDAC; v41 n3 p113-6 Spr 78

Data Base ID—CIJEOCT78; EJ 180 995

Descriptors—Females, Higher Education, Life Style, *Personal Growth, Program Descriptions, *Self Concept, *Self Help Programs, *Skill Development, Training Techniques, Workshops

Describes a workshop for women designed to equip themselves for future roles by discussing topics such as assertiveness training, values clarification, decision-making, improvement of communication and interpersonal relationships, role models, futures planning, leadership training, and men-women relationships. (Author/HLM)

WE 004 490

Tomeh, Aida K.

Sex-Role Orientation: An Analysis of Structural and Attitudinal Predictors.

Journal Cit—Journal of Marriage and the Family; v40 n2 p341-53 May 78

Data Base ID—CIJEOCT78; EJ 181 011

Descriptors—College Students, *Personal Values, *Predictor Variables, Sex Differences, *Sex Role, *Student Attitudes

Identifiers—*Sex Identity

Examines female and male sex-role orientation with emphasis on the structural and attitudinal predictors of sex-role ideology. Findings show sex-role orientation based on nontraditional wife-mother, husband-father and problematic husband-wife alterations roles elicted a significantly more modern response from females as compared to males. (Author)

WE 004 491

Young, Christabel M.

Work Sequences of Women During the Family Life Cycle.

Journal Cit—Journal of Marriage and the Family; v40 n2 p401-10 May 78

Data Base ID—CIJEOCT78; EJ 181 016

Descriptors—*Behavior Patterns, *Employment Patterns, *Family Life, Foreign Countries, *Life Style, *Working Women

Identifiers—*Australia

Identifies main work sequences of women during the first three stages of marriage and considers the influence of level of education, birthplace, and year of marriage on work sequence. An A.I.D. analysis illustrates characteristics of women most likely to adopt a given pattern of work. (Author)

WE 004 492

Aery, Shaila

Organizational Effectiveness and the Woman Administrator.

Journal Cit—NASPA Journal; v16 n2 p43-7 F 77

Data Base ID—CIJEOCT78; EJ 181 043

Descriptors—*Administrative Personnel, *Females, Higher Education, *Organizational Effectiveness, State Of The Art Reviews, *Student Needs, *Student Personnel Workers

Unless women administrators are supported in their professional development, Student Affairs is not likely to meet the needs of women students. (Author)

WE 004 493

Yanico, Barbara K. And Others

Androgeny and Traditional versus Nontraditional Major Choice among College Freshmen.

Journal Cit—Journal of Vocational Behavior; v12 n3 p261-8 June 78

Data Base ID—CIJEOCT78; EJ 181 054

Descriptors—*Androgyny, *Career Choice, College Freshmen, *College Majors, Occupational Choice, Sex Differences

Identifiers—Nontraditional Career Choice

Women in home economics and engineering and men in engineering (N=231) completed the Bem Sex-Role Inventory and rating scales of satisfaction with and certainty of college major and intended occupation. Women in engineering scored in a more androgynous direction than did either men in engineering or women in home economics. (Author)

WE 004 494

Ekehammar, Bo

Psychological Cost-Benefit as an Intervening Construct in Career Choice Models.

Journal Cit—Journal of Vocational Behavior; v12 n3 p279-88 June 78

Data Base ID—CIJEOCT78; EJ 181 056

Descriptors—*Career Choice, Foreign Countries, Longitudinal Studies, Models, Occupational Choice, *Personal Growth, *Self Concept, Sex Differences

Identifiers—*Sweden

A causal model for career choice was tested on longitudinal data from 173 students. Results showed clear sex differences. Psychological profit with regard to continued education had a clear direct effect as well as an indirect effect on career choice. (Author)

WE 004 495

O'Bryant, Shirley L. And Others

Students' Ratings of Occupational Dimensions of Traditionally Male and Traditionally Female Occupations.

Journal Cit—Journal of Vocational Behavior; v12 n3 p297-304 June 78

Data Base ID—CIJEOCT78; EJ 181 058

Descriptors—Comparative Analysis, *Job Analysis, Occupations, Rating Scales, Sex Stereotypes, *Student Attitudes

Identifiers—*Occupational Status

Investigated four traditionally male and four traditionally female occupations on dimensions which people use to judge prestige or importance of a job. Results indicated a tendency for subjects to give lower ratings to workers in nontraditional jobs. (Author)

WE 004 496

Taveggia, Thomas C. Ziemba, Thomas

Linkages to Work: A Study of the "Central Life Interests" and "Work Attachments" of Male and Female Workers.

Journal Cit—Journal of Vocational Behavior; v12 n3 p305-18 June 78

Data Base ID—CIJEOCT78; EJ 181 059

Descriptors—Attachment Behavior, Comparative Analysis, *Job Satisfaction, *Life Style, *Personal Interests, Sex Differences, *Work Attitudes

Investigated overall central life interests and attachments to work of 1112 male and female employees of six Southern California manufacturing firms. Male employees have a slight tendency to be more work oriented in their overall central life interests than female employees. (Author)

WE 004 497

Nevill, Dorothy D. Damico, Sandra

The Influence of Occupational Status on Role Conflict in Women.

Journal Cit—Journal of Employment Counseling; v15 n2 p55-61 June 78

Data Base ID—CIJEOCT78; EJ 181 066

Descriptors—*Employment Experience, Females, *Role Conflict, Self Concept, Self Evaluation, Social Status, Working Women

Identifiers—*Occupational Status

Questionnaires on eight role-conflict categories were administered to 518 women. A role-conflict hierarchy was established. Level of occupational status was found to be a significant variable in six of the categories. Professional women and housewives tended to give similar responses and to demonstrate the least amount of role conflict. (Author)

WE 004 498

Usher, Sarah

Is There Really a Choice? The Need for Life Skills Counselling with Female Adolescents.

Journal Cit—School Guidance Worker; v33 n5 p35-8 May 78

Data Base ID—CIJEOCT78; EJ 181 100

Descriptors—Adolescents, *Counselor Role, *Females, Foreign Countries, State of the Art Reviews, *Vocational Counseling

Identifiers—*Canada

The key word in counseling female adolescents is "choice." Now young women may at last have a variety of socially acceptable alternatives to consider when responding to the proverbial question, What are you going to be when you grow up? (Author)

WE 004 499

Farmer, Helen

Career Counseling Implications for the Lower Social Class and Women.

Journal Cit—Personnel and Guidance Journal; v56 n8 p467-71 Apr 78

Data Base ID—CIJEOCT78; EJ 181 120

Descriptors—*Counseling Effectiveness, *Cultural Differences, *Females, Higher Education, *Lower Class Students, State Of The Art Reviews

Lower-class persons from whatever ethnic background typically realistically perceive fewer options in their environment than persons from the middle and upper classes. Counselors can help such persons become more comfortable with their world view and at the same time learn increased "origin" and initiating behaviors. (Author)

WE 004 500

Macdonald, Mairi St. John

Here To Stay? Women, Counselling, Post-Secondary Education.

Journal Cit—School Guidance Worker; v33 n6 p10-4 Jul 78

Data Base ID—CIJEOCT78; EJ 181 128

Descriptors—Adult Students, *Counseling Services, *Females, Foreign Countries, Post Secondary Education, State Of The Art Reviews, *Student Needs

Identifiers—*Canada, *Reentry Students

As the number of adult students, particulary women, attending post-secondary institutions continues to increase, it is important for counselors and teachers to be aware of the needs, problems, and conflicts that these students have. This article examines some of these needs and conflicts and ways that counselors can help. (Author/JEL)

WE 004 501

Clouse, Bonnidell

Sex Role Attitudes of Prospective Secondary Teachers and Teaching Level Choice.

Journal Cit—College Student Journal; v12 n1 p48-57 Spr 78

Data Base ID—CIJEOCT78; EJ 181 187

Descriptors—Education Majors, Elementary School Teachers, Secondary School Teachers, Sex Differences, *Student Attitudes, *Teacher Characteristics

Identifiers—Sex Role Attitudes

A sample of 168 male and 169 female college students on a secondary curriculum responded to statements as to why secondary teaching was preferable to elementary and to conditions that would cause them to consider teaching at the elementary level. Sex and attitude toward sex role showed no significant difference. (Author)

WE 004 502

Stanley, Julia P.

Sexist Grammar.

Journal Cit—College English; v39 n7 p800-11 Mar 78

Data Base ID—CIJEOCT78; EJ 181 242

Descriptors—*Females, *Grammar

Identifiers—*Sex Bias

English grammar is a sexist tool used by men to oppress women. (DD)

WE 004 503

Savory, Jerold J.

Jills of All Trades: Staffroom Interchange.

Journal Cit—College Composition and Communication; v29 n2 p197-8 May 78

Data Base ID—CIJEOCT78; EJ 181 262

Descriptors—Composition (Literary), Course Descriptions, Higher Education, *Maintenance, *Reading Skills, Repair, *Womens Education, *Writing Skills

Describes a course at a women's college designed to provide practice in reading and writing skills while teaching basics of automobile and home maintenance. (DD)

WE 004 504

Kramer, Cheris

Perceptions of Female and Male Speech.

Journal Cit—Language and Speech; v20 n2 p151-61 Jun 77

Data Base ID—CIJEOCT78; EJ 181 389

Descriptors—College Students, High School Students, *Language Patterns, Language Usage, Sex Differences, *Sex Stereotypes, *Speech Habits

Establishes the existence of perceived male/female speech stereotypes. (RL)

WE 004 505

Del Rey, Patricia   Russell, Dorothy S.

Some Proof That Women's Studies Courses Can 'Raise Consciousness'.

Journal Cit—Phi Delta Kappan; v59 n10 p716-7 Jun 78

Data Base ID—CIJEOCT78; EJ 181 517

Descriptors—Higher Education, Sex Stereotypes, *Student Attitudes, *Womens Studies

WE 004 506

Farley, Jennie

Academic Recommendations: Males and Females as Judges and Judged.

Journal Cit—AAUP Bulletin; v64 n2 p92-5 May 78

Data Base ID—CIJEOCT78; EJ 181 798

Descriptors—Comparative Statistics, *Evaluation Criteria, *Females, Higher Education, Letters (Correspondence), Sex Discrimination, *Teacher Selection

Dossiers for women and men were examined in the course of recruiting faculty who would both teach and do research in the women's studies program and in a traditional department. A total of 1194 letters of recommendation were reviewed and showed differences in describing non-work-related criteria, personal appearance, and marital status. (LBH)

WE 004 507

Williams, Patricia B.

Recent Trends in the Productivity of Women and Men Physicians.

Journal Cit—Journal of Medical Education; v53 n5 p420-2 May 78

Data Base ID—CIJEOCT78; EJ 181 819

Descriptors—*Females, Higher Education, Occupational Surveys, *Physicians, *Productivity, Sex Differences, Trend Analysis, Working Women

Studies are cited that suggest women physicians' productivity is increasing and men physicians' is decreasing over the past two decades. A higher percentage of women physicians are practicing longer hours for more years than in the past. (LBH)

WE 004 508

Cox, Thomas A.

Intercollegiate Athletics and Title IX.

Journal Cit—George Washington Law Review; v46 n1 p34-64 Nov 77

Data Base ID—CIJEOCT78; EJ 181 830

Descriptors—Coeducation, College Programs, Equal Protection, *Extramural Athletic Programs, Federal Legislation, *Females, Higher Education, *Intercollegiate Programs, Legal Responsibility, Sex Discrimination

Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

The application of Title IX and the HEW regulation to intercollegiate sports is described, and the relationships among Title IX, the equal protection doctrine, and the proposed equal rights amendment to the Constitution are assessed. (LBH)

WE 004 509

Stent, Angela

Academe's New Girl Network.

Journal Cit—Change; v10 n6 p18-21 Jun-Jul 78

Data Base ID—CIJEOCT78; EJ 181 856

Descriptors—*Administrator Selection, *Career Ladders, *College Administration, *Females, *Feminism, Higher Education, *Occupational Mobility, Presidents, Seminars, Sex Discrimination, Working Women

Identifiers—*Committee for Concerns Women in New England Coll, *Higher Education Resource Services, *Old Girl Networks

A "networking" processing pioneered by the Committee for the Concerns of Women in New England Colleges and Universities, which is establishing a New Girl network to compete with and eventually mesh with the Old Boy system, is described. Lobbying and conference efforts of HERS (Higher Education Resource Services) are reported. (LBH)

WE 004 510

Grotzinger, Laurel A.

Women Who "Spoke for Themselves".

Journal Cit—College and Research Libraries; v39 n3 p175-90 May 78

Data Base ID—CIJEOCT78; EJ 181 906

Descriptors—Adult Leaders, Biographies, Females, *Librarians, *Women Professors, Working Women

Identifiers—Hasse (Adelaide), Ludington (Flora Belle), Mann (Margaret), Mudge (Isadora Gilbert), Sharp (Katherine), Walton (Genevieve)

The role and special contributions of women in the development of academic and research librarianship in the United States are shown through the careers of six major librarians: Katherine Sharp, Isadore Gilbert Mudge, Margaret Mann, Adelaide Hasse, Flora Belle Ludington, and Genevieve Walton. (Author)

WE 004 511

Mott, Charles J.

Achievement of Women in a Self-paced Earth Science Course.

Journal Cit—Community College Frontiers; v6 n2 p4-5 W 78

Data Base ID—CIJEOCT78; EJ 181 949

Descriptors—Community Colleges, *Earth Science, *Females, Independent Study, Junior College Students, Lecture, Males, *Performance Factors, Sex Differences, Sex Role

Performance differences were not significant between men and women in Earth Science classes with fixed assignment deadlines, nor were achievement differences significant for women in self-paced sections compared to fixed deadline men or women. Men performed higher than women in self-paced groups, and higher than men or women in other learning systems. (TR)

WE 004 512

Steiger, JoAnn M.   Kimball, Barbara

Financial Aid for Lifelong Learning: The Special Case of Women.

Journal Cit—School Review; v86 n3 p395-409 May 78

Data Base ID—CIJEOCT78; EJ 181 966

Descriptors—Adult Education, Higher Education, Sex Discrimination, *Student Financial Aid

Identifiers—*Reentry Students

Explores the record of financial aid programs in helping women of all ages, discusses the ways in which current programs disproportionately penalize women, and suggests alternatives that would be more sex fair. (BR)

WE 004 513

Christoplos, Florence   Borden, JoAnn

Sexism in Elementary-School Mathematics.

Journal Cit—Elementary School Journal; v78 n4 p275-7 Mar 78

Data Base ID—CIJEOCT78; EJ 182 013

Descriptors—Elementary Education, Elementary School Mathematics, Grade 1, *Mathematics, *Textbook Bias

Identifiers—Sex Bias, *Sex Role Stereotypes

WE 004 514

Man, Margo Angel

In the Gardens of Popeloutchom.

Journal Cit—Journal of American Indian Education; v17 n3 p13-8 May 78

Data Base ID—CIJEOCT78; EJ 182 025

Descriptors—*American Indians, *Cultural Background, *Females, Tribes, *United States History

Identifiers—California, *San Juan (Tribe), Solorsanso (Ascencion), Westerners (Tribe)

The last "Westerner" or San Juan Indian, Ascencion Solorsanso, spent the final days of her life (1930) recounting the history, legends, and life style of her people for John Harrington, a leading ethnologist at the Smithsonian. (JC)

WE 004 515

O'Brien, Susan K.

More on "Women for Higher Education".

Journal Cit—Human Services in the Rural Environment; v3 n1 p4-5 Jan 78

Data Base ID—CIJEOCT78; EJ 182 044

Descriptors—*Females, *Higher Education, Program Descriptions, *Welfare Recipients

Identifiers—New Hampshire, *Reentry Students, *Rural Women, *Women for Higher Education

"Women for Higher Education" is a New Hampshire program designed to assist rural Aid to Families with Dependent Children recipients to return to college. The program serves 500 rural women and includes 4 regional community based centers and core spokeswomen who staff the centers providing peer counseling and support. (JC)

WE 004 516

Gaines, Judith

Women of Appalachia.

Journal Cit—Appalachia; v11 n4 p16-29 Feb-Mar 78

Data Base ID—CIJEOCT78; EJ 182 060

Descriptors—*Females, Interviews, *Professional Personnel, Working Women

Identifiers—*Appalachia, *Rural Women

Presenting interviews with three Appalachian women, this article describes the way in which these women assumed professional roles as a nurse-midwife, a psychiatric therapist, and a bank assistant vice president. (JC)

WE 004 517

Humphreys, Lloyd G.

Research on Individual Differences Requires Correlational Analysis, not ANOVA.

Journal Cit—Intelligence; v2 n1 p1-5 Jan-Mar 78

Data Base ID—CIJEOCT78; EJ 182 454

Descriptors—*Analysis of Variance, *Correlation, Higher Education, Individual Differences, *Intelligence Differences, Personality Assessment, *Research Design, Secondary Education, Sex Differences, Statistical Analysis

Identifiers—Femininity, Masculinity

In studies of the relationship between masculinity-femininity and intelligence, data should be analyzed using correlational analysis for the complete distribution, rather than analysis of variance of extreme groups. The earlier work of Baucom and Welsh (EJ 171 822) was used as illustration. (BW)

WE 004 518

Waterman, Caroline K. Nevid, Jeffrey S.

Sex Differences in the Resolution of the Identity Crisis.

Journal Cit—Journal of Youth and Adolescence; v6 n4 p337-42 Dec 77

Data Base ID—CIJEOCT78; EJ 182 461

Descriptors—College Students, *Identification (Psychological), *Individual Development, Sex Differences, Sex Role, *Student Attitudes, Student Opinion

Identifiers—*Sex Identity

One hundred forty college students were interviewed to determine stages of ego identity regarding occupation, religion, politics, and premarital sex. The students were assigned to one of J. E. Marcia's four ego identity statuses, defined in terms of crisis and commitment. Male-female differences were found in sexual identity status. (GDC)

WE 004 519

Pifer, Alan

Women Working: Toward a New Society.

Journal Cit—Urban and Social Change Review; v11 n1-2 p3-11 78

Data Base ID—CIJEOCT78; EJ 182 484

Descriptors—Child Care, Employment Opportunities, Family Income, Job Market, Salary Differentials, Sex Discrimination, Social Attitudes, *Social Change, *Working Women

Women are being drawn into the labor force today by powerful economic, demographic, and social forces and far reaching attitudinal changes. Recognition of the reality that women must work, they want to work, and their labor is needed should help us institute policies that would bring about reforms in many areas of life. (Author/GC)

WE 004 520

Walshok, Mary Lindenstein

Occupational Values and Family Roles: A Descriptive Study of Women Working in Blue-Collar and Service Occupations.

Journal Cit—Urban and Social Change Review; v11 n1-2 p12-20 78

Data Base ID—CIJEOCT78; EJ 182 485

Descriptors—*Blue Collar Occupations, *Family Life, *Personal Values, Research Reviews (Publications), *Role Conflict, *Service Occupations, Sex Role, Surveys, Wages, Working Women

An overview is provided of what is known about working class women and work (based on census data and the currently available body of research). The findings from an ongoing study of women in blue-collar and service occupations in three California cities are discussed. (Author/GC)

WE 004 521

Pearce, Diane

The Feminization of Poverty: Women, Work, and Welfare.

Journal Cit—Urban and Social Change Review; v11 n1-2 p28-36 78

Data Base ID—CIJEOCT78; EJ 182 487

Descriptors—Employment Opportunities, Family Income, *Females, *Low Income Groups, Sex Discrimination, *Welfare, *Working Women

Statistics are presented which show that women are accounting for an increasingly large proportion of the economically disadvantaged. Different sources of income (earned, public, and private transfer income) and the welfare system are discussed in terms of their roles in the perpetuation of female poverty. (Author/GC)

WE 004 522

Polit, Denise F.

Implications of Nontraditional Work Schedules for Women.

Journal Cit—Urban and Social Change Review; v11 n1-2 p37-42 78

Data Base ID—CIJEOCT78; EJ 182 488

Descriptors—*Employment Opportunities, *Females, *Part Time Jobs, Quality of Life, Social Change, Social Science Research, *Working Hours, *Working Women

Identifiers—*Flexible Work Schedules

Issues, evidence, and arguments relating to the effects of alternative working arrangements on the lives of women are examined. Forms of nontraditional schedules which are analyzed include the shortened work week, flexible working hours, and part-time employment. (Author/GC)

WE 004 523

Smith, Ralph E.

The Effects of Hours Rigidity on the Labor-Market Status of Women.

Journal Cit—Urban and Social Change Review; v11 n1-2 p43-7 78

Data Base ID—CIJEOCT78; EJ 182 489

Descriptors—*Employment Patterns, *Females, Labor Market, *Part Time Jobs, Salary Differentials, *Working Women

Identifiers—*Flexible Work Schedules, Occupational Status

Issues relating to the employment of women on a part-time basis are discussed in this article. The price that women who work part-time are now paying and the potential impact of broadening the range of occupations in which part-time schedules are available are estimated. (Author/GC)

WE 004 524

Wood, Beth Barry, Tom

The Story of Three Navajo Women.

Journal Cit—Integrated Education; v16 n2 p33-5 Mar-Apr 78

Data Base ID—CIJEOCT78; EJ 182 495

Descriptors—*American Indians, Case Studies, *Females, Industrialization, Reservations (Indian), *Role Perception, *Sex Role

Identifiers—*Navajo (Tribe)

The place of Navajo women on the reservation (as breadwinners, caretakers, and leaders) has suffered from a century of Anglo control. Three Navajo women tell how Navajos can effect change through the strength of their women. (Author/AM)

WE 004 525

Kriedberg, Gary And Others

Vocational Role Choice in Second- and Sixth-Grade Children.

Journal Cit—Sex Roles; v4 n2 p175-81 Apr 78

Data Base ID—CIJEOCT78; EJ 182 506

Descriptors—Comparative Analysis, Elementary School Students, *Expectation, Grade 2, Grade 6, *Occupational Aspiration, Sex Differences, *Sex Role, *Vocational Interests

Male and female second- and sixth-graders were interviewed concerning their desired and expected vocations. Findings suggest that although goals associated with the women's liberation movement are not demonstrated clearly in the vocational aspirations or expectations of young children, they may be reflected in the aspirations of adolescent females. (Author/GC)

WE 004 526

Gold, Dolores Berger, Charlene

Problem-Solving Performance of Young Boys and Girls as a Function of Task Appropriateness and Sex Identity.

Journal Cit—Sex Roles; v4 n2 p183-93 Apr 78

Data Base ID—CIJEOCT78; EJ 182 507

Descriptors—Comparative Analysis, Preschool Children, *Problem Solving, Sex Differences, Sex Role, *Task Performance

The problem-solving performance of preschool children was examined in three conditions in which good performance was indicated as being appropriate for boys, for girls, or for both. Boys performed significantly more poorly when the task was indicated as one that girls did better. The girls' performance was not affected by the conditions of the study. (Author/GC)

WE 004 527

Adams, Kathrynn A. Landers, Audrey D.

Sex Differences in Dominance Behavior.

Journal Cit—Sex Roles; v4 n2 p215-23 Apr 78

Data Base ID—CIJEOCT78; EJ 182 508

Descriptors—*Behavior Patterns, College Students, Females, Males, Sex Differences, Sex Role, *Task Performance

Identifiers—*Dominance, Mixed Sex Groups

In an experiment conducted with southern white college students, a sex-neutral task was used to test male-female paired students for dominant behavior. Males were found to challenge their partners' opinions far more than females were, even though the task was not one culturally defined as either masculine or feminine. (GC)

WE 004 528

Anderson, Rosemarie

Motive to Avoid Success: A Profile.

Journal Cit—Sex Roles; v4 n2 p239-48 Apr 78

Data Base ID—CIJEOCT78; EJ 182 510

Descriptors—*Fear of Success, *Females, Mothers, *Motivation, *Occupational Choice, Personality Theories, Self Concept, Self Esteem, Sex Role, Success Factors, Working Parents, *Working Women

In a series of studies, women exhibiting the motive to avoid success were generally career-oriented but aspired to traditional female occupations. Women not exhibiting this motive were more likely to choose atraditional female occupations. Maternal employment patterns, personality variables, and self concept also differed in the two groups. (Author/GC)

WE 004 529

Bielby, Denise Del Vento

Maternal Employment and Socioeconomic Status as Factors in Daughters' Career Salience: Some Substantive Refinements.

Journal Cit—Sex Roles; v4 n2 p249-65 Apr 78

Data Base ID—CIJEOCT78; EJ 182 511

Descriptors—*Career Choice, College Graduates, *Family Influence, Females, Multiple Regression Analysis, Socioeconomic Status, *Success Factors, Working Parents, *Working Women

Socioeconomic differences were controlled for an examination of longitudinal data on established critical factors in career salience of female college graduates. Details about mother's employment history, respondent's recollection of the attitudes of family members concerning that employment, and indicators of daughter's sex role ideology were independent variables. (Author)

WE 004 530

Orcutt, James D. Bayer, Alan E.

Student Protest and Sex-Role Attitude Change, 1967-1971: A Log-Linear Analysis of Longitudinal Data.

Journal Cit—Sex Roles; v4 n2 p267-80 Apr 78

Data Base ID—CIJEOCT78; EJ 182 512

Descriptors—*Activism, *Attitudes, College Students, *Feminism, Student Rights

Identifiers—*Sex Role Attitudes

Longitudinal relationships between protest participation and attitude toward the female role are examined in data from a 1967-71 national panel of college students. No evidence is found for expected three-variable interactions involving gender, sex-role attitude, and protest participation. These findings suggest a need for reinterpretation of earlier work on this theme. (Author/GC)

WE 004 531

Cohen, Stephen L. , And Others

Reactions of Male Subordinates to the Sex-Role Congruency of Immediate Supervision.

Journal Cit—Sex Roles; v4 n2 p297-311 Apr 78

Data Base ID—CIJEOCT78; EJ 182 513

Descriptors—*Administrator Evaluation, *Attitudes, College Students, Predictor Variables, *Sex Role, Task Performance

Male students worked under a supervisor who was male or female, autocratic or democratic, and possessed a sex-role congruent or incongruent job title. For female supervision only, the more traditionally incongruent the situation, the more unfavorable were the verbal reactions elicited. Task performance and written evaluation of the supervisor were not, however, affected. (Author/GC)

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WE 004 532

Thompson, Jacqueline

Purchasing Agents.

Journal Cit—Working Woman; v3 p58(3) Sept 78

Descriptors—*Occupational Information, *Office Occupations, *Working Women

WE 004 533

Pitrone, Anne

Sex on TV: Where Else?

Journal Cit—Working Woman; v3 p54(2) Sep 78

Descriptors—Mass Media, *Sex Stereotypes, *Television

WE 004 534

Hauser, Debra

The Own–Your–Own Business Option.

Journal Cit—Working Woman; v3 p49(3) Sep 78

Descriptors—Business, *Working Women

Identifiers—*Self Employment

WE 004 535

Warsaw, Jacqueline C.

12 Career Mistakes.

Journal Cit—Working Woman; v3 p33(5) Sep 78

Descriptors—*Job Training, *Working Women

WE 004 536

Gittelson, Natalie

How Do Men Feel about Women? Natalie Gittelson Reports Her Research.

Journal Cit—Working Woman; v3 p23(l) Sep 78

Descriptors—*Interpersonal Relationship, Males, *Social Attitudes

WE 004 537

Elliot, Elizabeth Susco, Wendy

Pensions, Pregnancies, Outspoken Discrimination...Do You Know Your On–the–Job Rights?

Journal Cit—Working Woman; v3 p14(2) Sep 78

Descriptors—*Pregnancy, *Sex Discrimination, *Working Women

Identifiers—*Pension Fund

WE 004 538

Count Yourself in.

National Commission on Working Women, Washington, D.C.

Journal Cit—Working Woman; v3 p9(2) Sep 78

Descriptors—*Employment Statistics, *Occupational Surveys, *Working Women

WE 004 539

Mithers, Carol

Juliette Gordon Low: Girl Scouts Founder.

Journal Cit—Viva; v6 p35(2) Oct 78

Descriptors—*Biographies

Identifiers—*Girl Scouts, *Low (Juliette Gordon)

WE 004 540

Trahey, Jane

Women's Conferences: Are They Worth It?

Journal Cit—Viva; v6 p22(2) Oct 78

Descriptors—*Conferences, Evaluation

WE 004 541

Osborn, Michelle

You Can Always Tell a Bryn Mawr Girl: But You Can't Tell Her Much. A New Study Shows That It's Always Been That Way.

Journal Cit—Philadelphia Magazine; v69 p113(4) Sep 78

Descriptors—College Students, *Student Characteristics

Identifiers—*Bryn Mawr College PA, *Womens Colleges

WE 004 542

Goss, Maureen

Two–Timing on the Job.

Journal Cit—Boston Magazine; v70 p153(5) Sep 78

Descriptors—Employment, *Working Women.

Identifiers—*Job Sharing

WE 004 543

Executive Women Joining the Network.

Journal Cit—Dallas Magazine; v57 p52(1) Sep 78

Descriptors—*Administrative Personnel, Professional Occupations, *Public Schools, Working Women

Identifiers—Dallas Public Schools TX

WE 004 544

Sports Competition for Girls.

Journal Cit—Health Letter; v10 p6(1) Aug 78

Descriptors—Athletic Programs, *Womens Athletics

WE 004 545

Sexism–Awareness Training Workshop.

Journal Cit—Wilson Library Bulletin; v52 p750(3) Jun 78

Descriptors—Racial Discrimination, *Sensitivity Training, *Sex Discrimination

Identifiers—*American Library Association

WE 004 546.

Women and Minorities at LC.

Journal Cit—Wilson Library Bulletin; v52 p531(3) Mar 78

Descriptors—Employment, *Sex Discrimination, Working Women

Identifiers—*Library of Congress

WE 004 547

Librarians among "Women on the Move" in Houston.

Journal Cit—Wilson Library Bulletin; v52 p387(2) Jan 78

Descriptors—Conferences, *Librarians, Working Women

Identifiers—*National Womens Conference

WE 004 548

Williams, Janet

The Best of Both Worlds: Librarian–Working Mother.

Journal Cit—American Libraries; v9 p469(2) Sep 78

Descriptors—Employment, *Librarians, Mothers, *Working Parents, Working Women

WE 004 549

Remiddi, Maria

A Woman of High Degree.

Journal Cit—UNESCO Courier; p12(2) Jul 78

Descriptors—*Biographies, *Doctoral Degrees

Identifiers—Piscopia (Elena Lucrezia Cornaro)

WE 004 550

Women in Modern Drama.

Journal Cit—Intellect; v105 p388(1) May 77

Descriptors—*Drama, *Literary Analysis, Twentieth Century Literature

WE 004 551

Gifted Girls 50 Years Later.

Journal Cit—Intellect; v104 p553(2) May-Jun 76

Descriptors—Exceptional Persons, *Gifted, Longitudinal Studies, Surveys, *Talented Students

WE 004 552

Lowered Status of Women.

Journal Cit—Intellect; v104 p347(2) Feb 76

Descriptors—Sex Discrimination, *Social Status

Identifiers—*Status of Women

WE 004 553

Women and the Doctorate.

Journal Cit—Intellect; v104 p284(1) Jan 76

Descriptors—*Doctoral Degrees, *Graduate Students, Higher Education

WE 004 554

Male vs. Female Managers.

Journal Cit—Intellect; v105 p8(2) Jul-Aug 76

Descriptors—*Administrative Personnel, Bias, *Employer Attitudes, Sex Differences, Working Women

Identifiers—*Sex Bias

WE 004 555

Quick on the Draw: Female Cops May Save Lives.

Journal Cit—Human Behavior; v7 p66(1) Sep 78

Descriptors—Surveys, Working Women

Identifiers—Mixed Sex Groups

WE 004 556

Androgyny in the Home: Gender Traits That Pay Off.

Journal Cit—Human Behavior; v7 p35(1) Sep 78

Descriptors—*Androgyny, Sex Role

Identifiers—*Femininity, *Masculinity

WE 004 557

National Survey: Women & Work.

Journal Cit—Good Housekeeping; v187 p45(2) Sep 78

Descriptors—National Surveys, *Working Women

WE 004 558

Jordan, June

Where Is the Love?

Journal Cit—Essence; v9 p62(3) Sep 78

Descriptors—*Authors, *Feminism

Identifiers—*Black Women

WE 004 559
Howe, Harold, II
The Effects of Bakke on Selective Admissions.
Journal Cit—Change; v10 p13(2) Sep 78
Descriptors—*Admission Criteria, *Affirmative Action, Higher Education

WE 004 560
Lelyveld, Joseph
The New Sexual Revolution.
Journal Cit—New York Times Magazine; p39(1) Jul 31 77
Descriptors—*Adolescents, High School Students, Interpersonal Relationship
Identifiers—*Sexual Behavior

WE 004 561
Fosburgh, Lacey
The Make-Believe World of Teen-Age Maternity.
Journal Cit—New York Times Magazine; p29(5) Aug 7 77
Descriptors—*Pregnant Students, Teenagers

WE 004 562
Crawens, Gwyneth
...How Ma Bell Is Training Women for Management.
Journal Cit—New York Times Magazine; p12(6) May 29 77
Descriptors—*Administrative Personnel, *Management Education, Professional Occupations, Working Women

WE 004 563
How Do You Feel about Working?: National Survey: A Focus on Working Women.
Journal Cit—Woman's Day; p169(2) Sep 27 78
Descriptors—*Employee Attitudes, National Surveys, *Working Women

WE 004 564
Pascoe, Elizabeth Jean
Why Women Choose Blue-Collar Jobs.
Journal Cit—Woman's Day; p30(3) Sep 27 78
Descriptors—*Blue Collar Occupations, *Job Satisfaction, *Occupational Choice, Occupational Guidance

WE 004 565
Fisher, Sheila
Why Choose a Woman's College in These Days of Coed Everything?
Journal Cit—Vogue; v168 p502(2) Sep 78
Descriptors—*College Choice, Higher Education
Identifiers—*Womens Colleges

WE 004 566
In the Professions, Women Are Moving Up.
Journal Cit—U.S. News and World Report; v85 p59(2) Sep 4 78
Descriptors—*Professional Occupations, Statistics, *Working Women

WE 004 567
Steady Gains for Women and Minorities; Political Participation.
Journal Cit—U.S. News and World Report; v85 p40(2) Sep 18 78
Descriptors—Minority Groups, Working Women
Identifiers—*Political Participation

WE 004 568
Women Talk; Men Interrupt.
Journal Cit—Time; v112 p82(1) Sep 25 78
Descriptors—Sex Differences, *Speech Habits
Identifiers—Mixed Sex Groups, *Oral Communication

WE 004 569
Working Women: The Gains Are Substantial.
Journal Cit—Sales and Marketing Management; pA66(1) Jul 24 78
Descriptors—*Employment Patterns, *Working Women

WE 004 570
Airline Career Guide: Nowhere To Go But Up!
Journal Cit—Teen; v22 p84(2) Oct 78
Descriptors—*Occupational Information, Post High School Guidance
Identifiers—*Airline Flight Attendants

WE 004 571
Tuition-Free Degree.
Journal Cit—Science News; v114 p199(1) Sep 16 78
Descriptors—*Engineering Education, Tuition
Identifiers—*Nontraditional Career Choice

WE 004 572
Kelly, Kate Pellegrino, Victoria Y.
What Some Women Dare To Do-To Succeed.
Journal Cit—Redbook; v151 p73(5) Aug 78
Descriptors—*Achievement, Attitudes, Interviews, *Success Factors, *Working Women

WE 004 573
Fredericks, Carlton
If More Surgeons Were Women....
Journal Cit—Prevention; v30 p48(2) Sep 78
Descriptors—*Medical Care Evaluation, *Physicians, Preventive Medicine

WE 004 574
Fairlie, Henry
The Real Life of Women.
Journal Cit—New Republic; v179 p17(5) Aug 26-Sep 2 78
Descriptors—*Quality of Life, Social Attitudes, *Social Status
Identifiers—*Femininity

WE 004 575
U. S. Adopts Construction Hiring Goals for Women.
Journal Cit—Monthly Labor Review; v101 p45(1) Jul 78
Descriptors—*Blue Collar Occupations, *Labor Legislation, Working Women
Identifiers—*Nontraditional Career Choice

WE 004 576
Unisex Pension Payments.
Journal Cit—Monthly Labor Review; v101 p39(1) Jul 78
Descriptors—*Discriminatory Legislation, *Sex Discrimination, Working Women
Identifiers—*Pension Fund

WE 004 577
Leishman, Katie
Sisterhood Country Style.
Journal Cit—McCall's; v105 p70(2) Aug 78
Descriptors—*Feminism, Organizations (Groups)
Identifiers—*Rural Women, Womens Liberations Movement

WE 004 578
Raphael, Bette-Jane
Mothers & Daughters.
Journal Cit—Ladies Home Journal; v95 p105(4) Sep 78
Descriptors—*Mothers, *Parent Child Relationship, Psychological Characteristics
Identifiers—*Daughters

WE 004 579
Smith, Lee
The EEOC's Bold Foray into Job Evaluation.
Journal Cit—Fortune; v98 p58(4) Sep 11 78
Descriptors—*Equal Opportunities (Jobs), *Sex Discrimination, Working Women

WE 004 580
Leven, Pamela
Program Trains Women Technicians.
Journal Cit—Electronics; v50 p76(1) Aug 18 77
Descriptors—*Electronic Technicians, Employment, *Job Training

WE 004 581
Bennett, Lerone, Jr.
No Crystal Stair: The Black Woman in History.
Journal Cit—Ebony; v32 p164(5) Aug 77
Descriptors—*Black History, United States History
Identifiers—*Black Women

WE 004 582
Poussaint, Alvin Poussaint, Ann
Has Something Gone Wrong Between Them?
Journal Cit—Ebony; v32 p160(3) Aug 77
Descriptors—*Blacks, *Interpersonal Relationship

WE 004 583
A Time for Working Together.
Journal Cit—Ebony; v32 p142(2) Aug 77
Descriptors—*Blacks, *Social Environment

WE 004 584
Mays, Benjamin Jackson, J. H. Bond, Julian Hooks, Benjamin L.
The Most Extraordinary Black Women I Have Ever Known.
Journal Cit—Ebony; v32 p139(2) Aug 77
Descriptors—*Biographies, United States History
Identifiers—Alexander (Florence D), Bethune (Mary McLeod), *Black Women, Hamer (Fannie Lou), Jackson (Mahalia)

WE 004 585
Success Requires Talent and Drive.
Journal Cit—Ebony; v32 p135(5) Aug 77
Descriptors—*Black Achievement
Identifiers—*Black Women

WE 004 586
Burgen, Michele Proctor, Barbara
They Are Owners, Bosses, Workers.
Journal Cit—Ebony; v32 p122(5) Aug 77
Descriptors—Biographies, Black Businesses, *Working Women
Identifiers—*Black Women

WE 004 587
Lewis, Shawn D.
Their Fields Have Widened.
Journal Cit—Ebony; v32 p114(4) Aug 77
Descriptors—*Administrative Personnel, Architects, *Black Achievement, Lawyers, Mathematicians, Physicians, *Professional Occupations, Working Women
Identifiers—*Black Women

WE 004 588
A Slim Past, but a Strong Future; Black Women in Government.
Journal Cit—Ebony; v32 p89(7) Aug 77
Descriptors—*Black Achievement, *Legislators, Working Women
Identifiers—*Black Women, Political Participation

WE 004 589
In Line for First Black Woman General.
Journal Cit—Ebony; v32 p76(1) Aug 77
Descriptors—Biographies, *Black Achievement, Military Personnel, *Nurses, *Officer Personnel
Identifiers—*Black Women, Johnson (Col Hazel)

WE 004 590
"It's a Mighty Good Life."
Journal Cit—Ebony; v32 p73(1) Aug 77
Descriptors—Agricultural Occupations, Biographies, *Black Attitudes, *Farm Labor
Identifiers—*Black Women, Lewis (Charlena)

WE 004 591
She's a Fighter on Three Fronts.
Journal Cit—Ebony; v32 p70(1) Aug 77
Descriptors—Biographies, *Unions, Working Women
Identifiers—*Black Women, Wyatt (Addie)

WE 004 592
Norment, Lynn
Tomorrow's Black Woman: Independent, Smart, Feminine.
Journal Cit—Ebony; v32 p44(4) Aug 77
Descriptors—*Individual Characteristics
Identifiers—*Black Women

WE 004 593
Ladner, Joyce A.
The Black Woman Today.
Journal Cit—Ebony; v32 p33(7) Aug 77
Descriptors—*Social Characteristics
Identifiers—*Black Women

WE 004 594
Martindale, Dale
She Flies through the Air–with Great Expertise.
Journal Cit—Cosmopolitan; v185 p272(4) Sep 78
Descriptors—*Aircraft Pilots, Careers, Working Women
Identifiers—*Nontraditional Career Choice

WE 004 595
Levenson, Phyllis Hale, James Hollier, Marlene Tirado, Cathy
Serving Teenage Mothers and Their High-Risk Infants.
Journal Cit—Children Today; v7 p11(6) Jul-Aug 78
Descriptors—*Health Services, Infants, *Mothers, *Teenagers

WE 004 596
Pardo, Richard
Can a Woman Be a Forester?
Journal Cit—American Forests; v84 p22(4) Sep 78
Descriptors—Careers, *Forestry Occupations, Working Women
Identifiers—*Nontraditional Career Choice

WE 004 597
Matthews, Garret
Coal Miner's Daughter.
Journal Cit—American Girl; v61 p62(1) Sep 78
Descriptors—Biographies, Occupations, *Working Women
Identifiers—*Coal Mining, *Nontraditional Career Choice, Ofsa (Jackie)

WE 004 598
Equality: The Long and Winding Road; Some of the Problems.
Journal Cit—New Orleans; v12 p26(7) Aug 78
Descriptors—*Civil Rights, Civil Rights Legislation, *Equal Opportunities (Jobs), *Feminism, *Sex Discrimination
Identifiers—Womens Liberation Movement

WE 004 599
Kasun, Jacqueline R.
A Reply to Zero Population Growth.
Journal Cit—Society; v15 p9(4) May-Jun 78
Descriptors—*Population Growth, *Pregnant Students, Teenagers

WE 004 600
Green, Cynthia P. Poteteiger, Kate
A Major Problem for Minors.
Journal Cit—Society; v15 p8(5) May-Jun 78
Descriptors—*Pregnant Students, Teenagers

WE 004 601
Bell, Joseph N.
What Ever Happened to the Class of '75? Three Years after High School Graduation, Thirteen Young Women Feelingly Discuss Their Aspirations, Values, and Dreams.
Journal Cit—Seventeen; v37 p245(7) Aug 78
Descriptors—*Aspiration, *Attitudes, *Personal Values, Young Adults
Identifiers—California

WE 004 602
Rom, Cristine C. Katz, Bill
Feminist Little Magazines.
Journal Cit—Library Journal; v103 p1491(2) Aug 78
Descriptors—*Annotated Bibliographies, *Feminism, *Periodicals

WE 004 603
College Women: How They're Getting It All Together and How You Can Too.
Journal Cit—Glamour; v76 p198(6) Aug 78
Descriptors—*College Students, *Individual Characteristics

WE 004 604
Raloff, Janet
The Unequal Scientists.
Journal Cit—Science News; v114 p92(3) Aug 5 78
Descriptors—Civil Rights, *Court Cases, *Equal Opportunities (Jobs), *Sex Discrimination, Working Women
Identifiers—Department of Energy

WE 004 605
Welch, Mary Scott
How Women Just Like You Are Getting Better Jobs.
Journal Cit—Redbook; v149 p121(8) Sep 77
Descriptors—Career Opportunities, Employment Opportunities, *Job Search Methods, Working Women

WE 004 606
Graham, Alma
The Words That Make Women Disappear: Mailman, Fireman, Salesman, the Man in the Street–Isn't It about Time Mankind Included Women Too?
Journal Cit—Redbook; v148 p72(2) Mar 77
Descriptors—*Feminism, Sex Discrimination, *Verbal Communication

WE 004 607
Webb, Marilyn Safran, Claire
How Far up Can a Woman Grow? What Psychiatrists Are Telling Women Today.
Journal Cit—Redbook; v149 p57(3) May 77
Descriptors—*Individual Development, *Self Concept, Self Esteem
Identifiers—*Status of Women

WE 004 608
Harrison, Barbara Grizzuti
Why Some Women Feel Secure–And So Many Don't.
Journal Cit—Redbook; v148 p48(4) Mar 77
Descriptors—*Insecurity, *Security (Psychology), *Self Concept

WE 004 609
Horn, Jack
"Freestyle"–Using TV To Crack Career Stereotypes.
Journal Cit—Psychology Today; v12 p17(2) Aug 78
Descriptors—*Childrens Television, *Programing (Broadcast), *Sex Role
Identifiers—Freestyle, *Occupational Stereotypes

WE 004 610
Coote, Anna
Lining Up the Boys for the Better Paid Jobs.
Journal Cit—New Statesman; v95 p837(1) Jun 23 78
Descriptors—*Educational Discrimination, Sex Discrimination
Identifiers—*Great Britain, *Occupational Discrimination

WE 004 611
Collins, Virginia
Testing Women at 120 Degrees.
Journal Cit—Runner's World; v12 p39(2) Jul 77
Descriptors—*Exercise (Physiology), *Running

WE 004 612
How To Find a Job First Time Out.
Journal Cit—Mademoiselle; v84 p199(4) Aug 78
Descriptors—Career Opportunities, College Graduates, Employment Opportunities, *Job Search Methods

WE 004 613
Job Strategies: Money or Happiness–Do You Have To Choose?
Journal Cit—Mademoiselle; v83 p150(5) Mar 77
Descriptors—*Career Choice, *Job Satisfaction, *Salaries, Working Women

WE 004 614
Movies: What Are They Doing to Women Now?
Journal Cit—Mademoiselle; v83 p88(4) Jan 77
Descriptors—*Content Analysis, *Films, Mass Media

WE 004 615
Work: How To Repackage Yourself for the Job You Want.
Journal Cit—Mademoiselle; v83 p87(2) Jan 77
Descriptors—Job Applicants, *Job Application, Working Women

WE 004 616
Gottlieb, Annie
Success: How To Learn It.
Journal Cit—Mademoiselle; v83 p86(5) Jan 77
Descriptors—Self Concept, *Success Factors

WE 004 617
West, Karen
How To Get a Blue Collar.
Journal Cit—Ms; v5 p62(4) May 77
Descriptors—*Blue Collar Occupations, *Job Search Methods, *Technical Education, Vocational Education, Working Women

WE 004 618
Leaper, R. John
The Future for Working Women.
Journal Cit—Ms; v5 p56(2) Mar 77
Descriptors—*Trend Analysis, *Working Women

WE 004 619
Norton, Eleanor Holmes
The Woman Who Changed the South: A Memory of Fannie Lou Hamer.
Journal Cit—Ms; v5 p51(2) Jul 77
Descriptors—*Biographies, Southern States
Identifiers—*Black Women, Hamer (Fannie Lou)

WE 004 620
Steinem, Gloria
The Rise of the Pink Collar Ghetto.
Journal Cit—Ms; v5 p51(2) Mar 77
Descriptors—Sex Role, *Working Women
Identifiers—*Occupational Stereotypes

WE 004 621
Schapiro, Miriam
Canvassing Our History.
Journal Cit—Ms; v5 p27(3) Jul 77
Descriptors—*Artists, United States History, Working Women
Identifiers—*Art History

WE 004 622
Score One for Title IX.
Journal Cit—Ms; v5 p20(1) May 77
Descriptors—*Civil Rights Legislation, Court Cases, *Sex Discrimination
Identifiers—Education Amendments 1972 Title IX, Southern Methodist University TX, *Title IX Education Amendments 1972

WE 004 623
Our Readers Say: R&D Makes Gain against Sex Discrimination.
Journal Cit—Industrial Research; v20 p140(2) Jul 78
Descriptors—*Public Opinion, *Sex Discrimination

WE 004 624
Friedan, Betty
Where Are Women in 1978.
Journal Cit—Cosmopolitan; v185 p196(6) Aug 78
Descriptors—*Feminism, Social History
Identifiers—*Womens Liberation Movement

WE 004 625
Snow, Richard F.
Laura Bridgman.
Journal Cit—American Heritage; v29 p78(2) Aug-Sep 78
Descriptors—Biographies, *Blind, Handicapped, *Poets
Identifiers—Bridgman (Laura)

WE 004 626
Aulick, June L.
Earn While You Learn.
Journal Cit—American Girl; v60 p68(2) May 77
Descriptors—Directories, High School Graduates, Job Training, *Occupational Guidance, *Post Secondary Education

WE 004 627
Airborne Career.
Journal Cit—American Girl; v60 p36(2) Aug 77
Descriptors— *Aircraft Pilots, Occupational Guidance
Identifiers—*Nontraditional Career Choice

WE 004 628
She's a Do-It-Yourself Lawyer.
Journal Cit—American Girl; v60 p35(1) Mar 77
Descriptors—*Lawyers, *Professional Education, *Working Women
Identifiers—Teicher (Anne)

WE 004 629
Antos, Chris
Med-Goal: A Dream Becomes Reality as Three Girls Earn and Learn.
Journal Cit—American Girl; v60 p34(2) Feb 77
Descriptors—Case Studies, *Medical Education, *Occupational Guidance, Working Women

WE 004 630
Riggins, Linda
She's a Chef.
Journal Cit—American Girl; v60 p28(1) May 77
Descriptors—Biographies, Case Studies, *Cooks, Food Service Occupations, *Occupational Guidance, Working Women
Identifiers—Donaldson (Strom)

WE 004 631
You-niform Careers; Women in Jobs Requiring Uniforms.
Journal Cit—American Girl; v60 p20(2) Feb 77
Descriptors—*Occupational Guidance, Working Women

WE 004 632
Nichols, Maureen Q.
The Village Blacksmith Is a Woman.
Journal Cit—American Girl; v60 p17(1) Mar 77
Descriptors—*Occupational Guidance, Working Women
Identifiers—*Blacksmiths, *Nontraditional Career Choice

WE 004 633
The Girls of Summer.
Journal Cit—American Girl; v60 p10(2) Jun 77
Descriptors—Case Studies, High School Students, *Seasonal Employment, Student Employment, *Unskilled Workers, *Youth Employment

WE 004 634
Lanerty, Marilyn
An Experiment That Worked.
Journal Cit—American Girl; v59 p35(1) Aug 76
Descriptors—*Womens Studies

WE 004 635
Auerbach, Sylvia
Alaskan Original.
Journal Cit—American Home; v80 p41(2) Sep 77
Descriptors—Biographies, *Business Education, Post Secondary Education
Identifiers—Alaska, Smith (Bettye)

WE 004 636
Murray, Jean
Prosper: Get the Degree That Earns You More Money.
Journal Cit—Working Woman; v3 p46(2) Aug 78
Descriptors—*Career Planning, *Graduate Students

WE 004 637
Schuman, Wendy
Learn: How Further Education Helps You Get Ahead.
Journal Cit—Working Woman; v3 p36(5) Aug 78
Descriptors—*Adult Education, Business Education, *Career Opportunities

WE 004 638
Orrick, Amy
Sharp Rise in Women Turning to Education: Almost 50 Percent of College Enrollment: Degrees Mean Greater Job Insurance.
Journal Cit—Working Woman; v3 p21(4) Aug 78
Descriptors—Business Education, *Higher Education, *Women Teachers, Working Women

WE 004 639
Textbook Models: Women Pose as the Unbalanced.
Journal Cit—Human Behavior; v7 p61(1) Jul 78
Descriptors—Content Analysis, Mental Health, Psychological Studies, Stereotypes, *Textbook Content

WE 004 640
Lichtenstein, Grace
Women in Sports.
Journal Cit—Horizon; v21 p50(8) Jul 78
Descriptors—*Womens Athletics
Identifiers—*Women Athletes

WE 004 641
How To Get More from Your Job.
Journal Cit—Glamour; v76 p94(1) Aug 78
Descriptors—*Career Choice, *Occupational Guidance

WE 004 642
Beauties and the Beast.
Journal Cit—Time; v108 p74(1) Jul 19 76
Descriptors—College Students, *Military Schools
Identifiers—Military Academy (West Point NY)

WE 004 643
Sex and the Single Sailor.
Journal Cit—Time; v108 p34(1) Jul 5 76
Descriptors—*Military Personnel, *Sex Discrimination
Identifiers—*Merchant Marine Academy

WE 004 644
Dynamite Women.
Journal Cit—Ms; v7 p26(1) Aug 78
Descriptors—*Engineers, Working Women
Identifiers—*Nontraditional Career Choice

WE 004 645
Albuquerque-A Chicana Connection.
Journal Cit—Ms; v7 p24(1) Aug 78
Descriptors—*Human Relations Organizations, Organizations (Groups)
Identifiers—*Chicanas, New Mexico (Albuquerque)

WE 004 646
When Action Is Really Affirmative....
Journal Cit—Ms; v7 p23(1) Aug 78
Descriptors—*Affirmative Action, Politics
Identifiers—*Government Appointees

WE 004 647
Francke, Linda Bird   Wetzsteon, Ross
Do Strong Women Frighten Men?
Journal Cit—Ladies Home Journal; v95 p47(6) Jul 78
Descriptors—*Feminism, *Interpersonal Relationship, Males, *Sex Role

WE 004 648
Meehan, Karen
Anorexia Nervosa: How Unhappy Girls Lose Weight Dangerously.
Journal Cit—Cosmopolitan; v183 p74(3) Aug 77
Descriptors—*Body Weight, *Emotional Problems, *Psychological Patterns

WE 004 649
Curran, Ann
Arbitrators: Women Wanted.
Journal Cit—Working Woman; v3 p64(2) Oct 78
Descriptors—Arbitration, *Professional Occupations, *Working Women
Identifiers—Nontraditional Career Choice

WE 004 650
Double Bind: Men Favor Traditional Orientation.
Journal Cit—Working Woman; v3 p63(1) Oct 78
Descriptors—Sex Stereotypes, *Working Women
Identifiers—*Sex Bias

WE 004 651
Is There a Private Right To Sue under Title IX? Supreme Court To Decide.
Journal Cit—Phi Delta Kappan; v60 p73(1) Sep 78
Descriptors—*Civil Rights Legislation, *Court Cases, *Sex Discrimination
Identifiers—Education Amendments 1972 Title IX, Supreme Court, *Title IX Education Amendments 1972

WE 004 652

Does Title IX Protect Only Students in Sex Bias Cases?
Journal Cit—Phi Delta Kappan; v60 p71(1) Sep 78
Descriptors—*Civil Rights Legislation, *Sex Discrimination, *Students
Identifiers—Education Amendments 1972 Title IX, *Title IX Education Amendments 1972

WE 004 653

Johnson, Patrice
Cadet Benjamin Tries Her Wings.
Journal Cit—Encore; v6 p17(2) Jan 3 77
Descriptors—*Aircraft Pilots, *Black Students, Military Schools
Identifiers—Air Force, *Benjamin (Gail)

WE 004 654

Women Still Earning $5,200 Less Than Men.
Journal Cit—Jet; v55 p6(1) Oct 5 78
Descriptors—*Salary Differentials, *Sex Discrimination, Working Women

WE 004 655

Simson, Eve
Stereotyping of Women on Television.
Journal Cit—Intellect; v107 p14(3) Sep 78
Descriptors—Mass Media, *Sex Stereotypes, *Television

WE 004 656

Mrs. MD; Attitudes of Female Doctors.
Journal Cit—Human Behavior; v7 p27(1) Oct 78
Descriptors—*Attitudes, *Physicians, *Sex Role, Working Women

WE 004 657

Power in the Office: Which Sex Has More?
Journal Cit—Human Behavior; v7 p26(1) Oct 78
Descriptors—*Power Structure, *Sex Discrimination, *Working Women

WE 004 658

Jordan, June
Second Thoughts of a Black Feminist.
Journal Cit—Ms; v5 p113(3) Feb 77
Descriptors—*Black Attitudes, *Feminism
Identifiers—Black Women

WE 004 659

Shimberg, Elaine Fantle Frye, Alexandra
How To Do It: Step-by-Step Back into the Working World.
Journal Cit—Glamour; v76 p82(4) Oct 78
Descriptors—Mothers, Working Parents, *Working Women
Identifiers—Married Women, *Reentry Workers

WE 004 660

Scarupa, Harriet Jackson
Three Working Women: Their Place Is in the Home.
Journal Cit—Essence; v9 p63(3) Oct 78
Descriptors—*Working Women
Identifiers—*Home Based Careers

WE 004 661

High Court: Plunging Deeper into Individual-Rights Thicket; Several Discrimination Cases at Hand.
Journal Cit—U.S. News and World Report; v85 p53(2) Oct 9 78
Descriptors—Affirmative Action, *Civil Rights, *Court Cases, Employment, *Sex Discrimination
Identifiers—*Supreme Court

WE 004 662

Fincher, Jack
This Volleyball Isn't a Game; U. S. Women's Amateur Team.
Journal Cit—Sport; v67 p87(3) Oct 78
Descriptors—*Volleyball, *Womens Athletics

WE 004 663

Weiss, Paulette
Women in Music.
Journal Cit—Stereo Review; v41 p72(1) Oct 78
Descriptors—*Musicians

WE 004 664

Men Still Hold the Power.
Journal Cit—Psychology Today; v12 p78(1) Sep 1978
Descriptors—*Higher Education, *Power Structure, *Working Women

WE 004 665

Stand Your Ground but Don't Be Pushy, Assertiveness Trainer Gloria Harris Tells Women.
Journal Cit—People; v7 p56(5) May 30 77
Descriptors—*Assertiveness

WE 004 666

Abeel, Erica
School for Ex-Wives.
Journal Cit—New York; v11 p95(7) Oct 16 78
Descriptors—*Divorce, *Guidance Centers, Organizations (Groups)
Identifiers—*Displaced Homemakers

WE 004 667

LeGrande, Linda H.
Women in Labor Organizations: Their Ranks Are Increasing.
Journal Cit—Monthly Labor Review; v101 p8(7) Aug 78
Note—Also cited in ABI/Inform, 78016019
Descriptors—*Labor Unions, *Union Members, *Working Women

WE 004 668

King, Allan G.
Industrial Structure, the Flexibility of Working Hours, and Women's Labor Force Participation.
Journal Cit—Review of Economics and Statistics; v60 p399(9) Aug 78
Note—Also cited in ABI/Inform, 78016167
Descriptors—*Employment Patterns, *Industrial Structure, Working Women
Identifiers—*Flexible Work Schedules

WE 004 669

Thurman, Judith
Fear of Fighting.
Journal Cit—Ms; v7 p47(6) Oct 78
Descriptors—*Conflict, *Psychological Characteristics

WE 004 670

Littman, Annette
Teaming Up for Success.
Journal Cit—Ms; v7 p14(3) Oct 78
Descriptors—*Organizations (Groups), *Success Factors

WE 004 671

Pogrebin, Letty Cottin
The Working Woman; Job Market Re-Entry.
Journal Cit—Ladies Home Journal; v95 p70(3) Oct 78
Descriptors—*Job Application, Working Women
Identifiers—*Reentry Workers

WE 004 672

Van Gelder, Lindsy
The "Babel" between the Sexes.
Journal Cit—Ladies Home Journal; v95 pPS34(1) Oct 78
Descriptors—*Language Patterns, Sex Differences, *Speech Habits
Identifiers—Oral Communication

WE 004 673

Women in Ads.
Journal Cit—Changing Times; v32 p19(2) Oct 78
Descriptors—*Television Commercials
Identifiers—*Advertising

WE 004 674

Women Finally Get Mentors of Their Own: More Female Advisers Are Guiding Young Women Executives up the Ladder.
Journal Cit—Business Week; p74(3) Oct 23 78
Descriptors—*Career Ladders, Guidance Counseling, *Management Development, Working Women

WE 004 675

Tobias, Shelia
Who's Afraid of Math, and Why?
Journal Cit—Atlantic; v242 p63(3) Sep 78
Descriptors—*Psychological Characteristics
Identifiers—*Mathematics Anxiety

WE 004 676

Casey, Ann
Career? Just a Job?
Journal Cit—Working Woman; v3 p58(3) Nov 78
Descriptors—Identification (Psychological), *Self Concept, *Work Attitudes, Working Women

WE 004 677

Curran, Ann
Affirmative Action: After Bakke, What?
Journal Cit—Working Woman; v3 p28(1) Nov 78
Descriptors—*Affirmative Action, Civil Rights, Equal Education, Equal Opportunities (Jobs)
Identifiers—*Bakke v Regents of University of California

WE 004 678

Thompson, Jacqueline
Career Rx: Pharmacists.
Journal Cit—Working Woman; v3 p25(2) Nov 78
Descriptors—*Pharmacists, Professional Occupations, Working Women
Identifiers—Nontraditional Career Choice

WE 004 679

Orrick, Amy
The New Majority: Over 50 Percent of All Women Now Work.
Journal Cit—Working Woman; v3 p21(2) Nov 78
Descriptors—*Employment Patterns, *Working Women

WE 004 680

Jackson, Tom
How You Can Get the Most Out of an Employment Agency or a Job Counselor.
Journal Cit—Working Woman; v3 p13(1) Nov 78
Descriptors—*Employment Services
Identifiers—*Job Counselors

WE 004 681

New Service Catalogs Women's Materials on Fiche.
Journal Cit—American Libraries; v9 p559(1) Oct 78
Descriptors—Data Bases, *Information Sources, Microfiche, *Womens Studies

WE 004 682

Educational Equity Network, Resource Publication Debut.

Journal Cit—American Libraries; v9 p559(1) Oct 78

Descriptors—*Equal Education, *Feminism, *Information Networks

Identifiers—*Womens Educational Equity Communications Network

WE 004 683

Koslow, Sally Platkin

55 Jobs You Should Know About.

Journal Cit—Seventeen; v37 p130(5) Oct 78

Descriptors—Adolescents, *Employment Opportunities, *Jobs, Occupational Guidance

WE 004 684

Gornick, Vivian

A Woman among the Ivy Fellows.

Journal Cit—Nation; v227 p544(5) Nov 18 78

Descriptors—College Faculty, *Women Professors

Identifiers—*Yale University CT

WE 004 685

Jones, Jerry L.

Women in American Science.

Journal Cit—USA Today; v107 p4(1) Oct 78

Descriptors—Professional Personnel, *Scientific Personnel, *Scientists, Working Women

WE 004 686

Opting for Androgyny: Women Have More To Gain.

Journal Cit—Human Behavior; v7 p51(1) Nov 78

Descriptors—*Androgyny, Identification (Psychological), Sex Role

Identifiers—*Sex Identity

WE 004 687

Heavy Workloads: Can Females Hack It?

Journal Cit—Human Behavior; v7 p51(1) Nov 78

Descriptors—*Muscular Strength, Success Factors, *Working Women

Identifiers—*Coping

WE 004 688

Myths about Feminism: Lines, Fallacies and Half-Truths. A Feminist Takes Them All To Task.

Journal Cit—Essence; v9 p74(3) Nov 78

Descriptors—*Feminism, *Public Opinion

WE 004 689

O'Reilly, Jane

Women Apologize, Even When They Are Not To Blame.

Journal Cit—Vogue; v168 p152(1) Nov 78

Descriptors—*Assertiveness, Psychological Patterns, Sex Stereotypes

WE 004 690

Carro, Geraldine

Mothering: How Really Different Are Boys and Girls?

Journal Cit—Vogue; v168 p70(3) Nov 78

Descriptors—Identification (Psychological), *Mothers, *Parent Child Relationship, *Sex Differences

WE 004 691

Hassett, James

When Men and Women Meet.

Journal Cit—Psychology Today; v12 p44(1) Oct 78

Descriptors—*Interpersonal Relationship, Sex Differences, *Sex Role

WE 004 692

Cohen, David

Women's Brains Don't Neatly Fit the Split Theory.

Journal Cit—Psychology Today; v12 p29(2) Oct 78

Descriptors—Cerebral Dominance, *Neurological Organization, Physiology, Sex Differences

Identifiers—*Brains

WE 004 693

Duke, Debbie

Radio Jobs: Their Pleasures and Possibilities.

Journal Cit—Mademoiselle; v84 p231(5) Oct 78

Descriptors—Broadcast Industry, Career Choice, *Job Satisfaction, *Radio, Working Women

WE 004 694

Jobs: How To Get Further Faster.

Journal Cit—Mademoiselle; v84 p168(6) Sep 78

Descriptors—Jobs, *Promotion (Occupational)

WE 004 695

Tokenism.

Journal Cit—Mademoiselle; v84 p114(1) Sep 78

Descriptors—*Affirmative Action, Equal Opportunities (Jobs), *Sex Discrimination

Identifiers—*Tokenism

WE 004 696

Gould, Stephen Jay

Women's Brains.

Journal Cit—Natural History; v87 p44(4) Oct 78

Descriptors—*Neurological Organization, Physiology, Sex Differences

WE 004 697

Bernay, Elayn

Affirmative Inaction: And Other Facts, Trends, Tactics for Academic Life.

Journal Cit—Ms; v7 p87(4) Nov 78

Descriptors—*Affirmative Action, College Faculty, Sex Discrimination, *Teacher Selection

WE 004 698

Crawford, Mary

Climbing the Ivy-Covered Walls: Faculty Women Are Fighting the Most Insidious Paternalism—One That Is Protected by "Academic Freedom."

Journal Cit—Ms; v7 p61(6) Nov 78

Descriptors—Academic Freedom, *Academic Rank (Professional), *College Faculty, Sex Discrimination

WE 004 699

More Women Than Men Now Seek College Art Teaching Jobs.

Journal Cit—Craft Horizons; v38 p36(1) Oct 78

Descriptors—Art Education, *Art Teachers, *College Teachers

WE 004 700

In the Military, Ms.

Journal Cit—American Girl; v61 p14(1) Oct 78

Descriptors—*Employment Opportunities, *Military Personnel, Military Service, Working Women

Identifiers—*Coast Guard, Nontraditional Career Choice

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SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	Author(s)
	Andrisani, P. J. Shapiro, M. B.	
Title	**Women's Attitudes toward Their Jobs: Some Longitudinal Data on a National Sample.**	
Journal Citation	Journal Cit—Personnel Psychology; v31 n1 p15-34 Spring 1978	
Descriptive Note	Note— Also cited in ABI/Inform. 78-176429	
	Data Base ID—PPS78N0015	Accession Number of source data base
Descriptors (Only terms preceded by an asterisk are printed in the subject index.)	Descriptors—*Job Satisfaction, Longitudinal Studies, *Manpower Utilization, Role Conflict, Underemployed, Working Women	
Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)	Identifiers—*Black Women	
	Job satisfaction in women during 1967-72 appeared to be less among blacks, and the entire satisfaction level declined during this period. Underutilization of skills increased dissatisfaction as did conflicting demands created by home and work responsibilities.	Abstract

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Management Contents®

WE 004 701
Howard, L. C.
Civil Service Reform: A Minority and Woman's Perspective.
Journal Cit—Public Administration Review; v38 n4 p305-09 Jul-Aug 78
Data Base ID—PAR8G0305
Descriptors—*Equal Opportunities (Jobs), Racial Discrimination, Sex Discrimination
Identifiers—*Civil Service

This article notes the lack of attention given to women and minorities in President Carter's civil service reform package.

WE 004 702
ABA's Essentials of Banking School...Presenting the Big Picture.
Journal Cit—Banking; v70 n8 p68-72 Aug 78
Data Base ID—BAK78H0068
Descriptors—*Banking, *Computer Oriented Programs, Management Education, Simulation, Working Women

The American Bankers Association Marketing Division held an essentials of banking school to give an overview to those new in or familiar with only one area of the banking industry. A bank SIM program used computerized simulation for management training.

WE 004 703
Stern, E.
Selling Charlie's Angels.
Journal Cit—Sales and Marketing Management; v121 n1 p21-25 Jul 10 78
Data Base ID—SAL78G1021
Descriptors—Attitudes, *Occupational Aspiration, *Sales Occupations, Working Women
Identifiers—Nontraditional Career Choice, Occupational Stereotypes

Five women sales representatives for chemical suppliers discuss male reactions to their manager positions, their goals of increasing sales, and selling techniques, business-related travels, and career expectations.

WE 004 704
Dock, L.
An Uppity Woman's View of Bureaucracy.
Journal Cit—Management Review; v67 n6 p45-49 Jun 78
Data Base ID—MRE78F0045
Descriptors—*Bureaucracy, Creativity, Human Development, Language Usage, *Sex Differences, Socialization, Working Women

This article traces the development of important differences between men and women in the areas of language, intuition, creativity, socialization, and organizational structure.

WE 004 705
Wheelan, S. A.
The Effect of Personal Growth and Assertive Training Classes on Female Sex-Role Self-Concept.
Journal Cit—Group and Organization Studies; v3 n2 p239-46 Jun 78
Note—Includes a bibliography of eight items; also cited in Current Index to Journals in Education, EJ 181 170
Data Base ID—GOS78F0239
Descriptors—Human Development, *Personal Growth, *Self Concept, *Sex Role
Identifiers—*Assertiveness Training

The findings of a study of 116 women enrolled in personal growth courses and 70 women in assertiveness training classes to determine effects on sex role self-concept are reported. Assertiveness training resulted in significant change.

WE 004 706
Montagu, A. Clifton-Mogg, C.
Ashley Montagu on the Superiority of Women.
Journal Cit—Business and Society Review; n25 p35-42 Spr 78
Data Base ID—BUS78N0035
Descriptors—*Administrative Personnel, Human Development, Interviews, *Management

Montagu expresses his views in an interview; it is argued that women will improve a company's management thanks to their superior skills.

WE 004 707
Hesselbart, S.
Men and Women on the Tube: Sex and Sex-Stereotypes on Television.
Journal Cit—Advances in Consumer Research; v5
Note—Proceedings of the Eighth Annual Conference of the Association for Consumer Research
Data Base ID—AIC788P419
Descriptors—Mass Media, *Television
Identifiers—*Sex Role Stereotypes

Three television shows are examined to determine sex role perceptions used on TV. Despite innovative labeling, all shows are found to feed on traditional stereotypes.

WE 004 708
Riggs, C. R.
Women in Credit.
Journal Cit—Dun & Bradstreet Reports; v26 n3 p26-31 May-Jun 78
Data Base ID—DAB78E0026
Descriptors—*Administrative Personnel, *Credit (Finance), Interviews, *Vocational Development, Working Women

Six high-level women in credit management are interviewed about career experiences.

WE 004 709
Rizzo, A.
Perceptions of Membership and Women in Administration.
Journal Cit—Administration & Society; v10 n1 p33-48 May 78
Data Base ID—ADS78E0033
Descriptors—*Administrative Personnel, Management, Organizational Development, *Organizations (Groups)

The female administrator's perceptions of membership work group and how these reflect her sense of efficacy and impact on the organization are examined.

WE 004 710
Rowe, M. P.
Case of the Valuable Venders.
Journal Cit—Harvard Business Review; v56 n5 p40-60 Sep-Oct 78
Note—Also cited in ABI/Inform, 78014505
Data Base ID—HBR7810040
Descriptors—Affirmative Action, Case Studies, *Equal Opportunities (Jobs), *Sex Discrimination

A case of sexual discrimination and readers' response to it is presented. Top management must be sure of their commitment to equal opportunity and should provide a mentorship role.

WE 004 711
Larwood, L. Wood, M. M. Inderlied, S. D.
Training Women for Management: New Problems, New Solutions.
Journal Cit—Academy of Management Review; v3 n3 p584-93 Jul 78
Note—Includes a bibliography of 56 items; Also cited in ABI/Inform, 78014619
Data Base ID—AMR78G0584
Descriptors—Administrative Personnel, *Employer Attitudes, *Management Education, Sex Discrimination, Sex Stereotypes, Working Women
Identifiers—*Sex Role Stereotypes

Both external and internal barriers should be considered in programmatic changes dealing with women students. Specific program issues include the myth of the masculine manager, the lack of female role models, preemployment socialization, and the segregated classroom. A final task of programs utilizing such approaches would be to monitor the placement and subsequent progress of individuals having experienced this training.

WE 004 712
Robertson, W.
Women M.B.A.'s, Harvard '73-How They're Doing.
Journal Cit—Fortune; v98 n4 p50-54,57-58,60 Aug 28 78
Data Base ID—FOR78H2850
Descriptors—Business Administration, Equal Opportunities (Jobs), Masters Degrees, Professional Personnel, *Salaries, *Working Women
Identifiers—Harvard University MA

Thirty-four graduates from the Harvard class of '73 were women. Five years later, of 26 salaried, the median income was $32,250.

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SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	
	Olsen, N. J. Willemsen, E. W. And Others	**Author(s)**
Title	**Fear of Success–Fact or Artifact?**	
Journal Citation	Journal Cit—Journal of Psychology; v98 p65-70 January 1978	
	Note— Also cited in Psychological Abstracts, 59-14678	**Descriptive Note**
Descriptors (Only terms preceded by an asterisk are printed in the subject index.)	Descriptors—High School Students, Sex Differences, *Sex Stereotypes	
	Identifiers—*Fear of Success	**Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)**
Abstract	Each of 240 high school juniors and seniors wrote stories in response to one of four variations of the story cues used by Matina Horner to measure what has been called "fear of success." These cues described either Ann or John achieving success in medical school in a situation in which either all of the protagonist's classmates were men or there were equal numbers of men and women. Six different consequences of the success were assessed. Results indicated that male and female students perceived the depicted success in similar ways and that when the "deviance" aspect of Ann being alone in a class of men was removed, negative outcomes of success were lessened. The common interpretation of these stories as the writers' projections of their own personalities is challenged.	

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WE 004 713

Butler, P. E.

Self-Assertion Key to New Roles.

Journal Cit—AORN Journal; v28 n2 p215-18 Aug 78

Data Base ID—78255449

Descriptors—*Assertiveness, Individual Development, Interpersonal Relationship, Nursing, Personal Growth

WE 004 714

Hadley, R. D.

National Plan of Action Issued for Women's Rights.

Journal Cit—American Nurse; v10 n9 p1,3 Sep 15 78

Data Base ID—78255070

Descriptors—*Civil Rights, *Feminism, Health Personnel

WE 004 715

Bullough, B.

The Struggle for Women's Rights in Denver: A Personal Account.

Journal Cit—Nursing Outlook; v26 n9 p566-67 Sep 78

Data Base ID—78248358

Descriptors—*Civil Rights, *Feminism, Nursing, Salary Differentials

Identifiers—Colorado (Denver)

WE 004 716

Pitts, F. N., Jr.

Women Medical Students.

Journal Cit—American Medical Association Journal; v240 n12 p1238-39 Sep 15 78

Note—This is a letter

Data Base ID—78244852

Descriptors—*Medical Students

WE 004 717

Gordon, T. L.

Applicants for 1977-78 First-Year Medical School Class.

Journal Cit—Journal of Medical Education; v53 n8 p696-98 Aug 78

Data Base ID—78244571

Descriptors—Admission Criteria, *Medical Schools, Student Application

WE 004 718

Lesse, S.

Jane Doe-Who Are You? Where Are You Going?

Journal Cit—American Journal of Psychotherapy; v32 n2 p169-71 Apr 78

Data Base ID—78233104

Descriptors—*Identification (Psychological), Individual Development, Personal Growth, Role Perception, Self Concept, Social Change

Identifiers—Sex Identity

WE 004 719

Goyette, C. H. Conners, C. K. Ulrich, R. F.

Normative Data on Revised Conners Parent and Teacher Rating Scales.

Journal Cit—Journal of Abnormal Child Psychology; v6 n2 p221-36 Jun 78

Data Base ID—78218929

Descriptors—Age Differences, *Parent Attitudes, *Rating Scales, Sex Differences, Social Class, *Teacher Attitudes

Identifiers—*Parent and Teacher Rating Scales (Conners), Sex Role Attitudes

Normative data are presented for 570 children on newly revised versions of the Conners Parent and Teacher Rating Scales. Symptom ratings were factor analyzed, and structures compared favorably with those obtained using earlier versions of the questionnaires. Interrater correlations (mother-father, parent-teacher) were also reported. Age and sex effects were found to be significant determinants of children's scores, while social class effects were nonsignificant.

WE 004 720

Reviere, R. Posey, T. B.

Correlates of Two Measures of Fear of Success in Women.

Journal Cit—Psychological Reports; v42 n2 p609-10 Apr 78

Data Base ID—78202444

Descriptors—*Fear of Success, Personality Tests, Psychological Testing, Psychometrics

WE 004 721

Cohen, P. M. Burdsal, C. A.

Factor Analytic Examination of Role Attitudes of Married Women.

Journal Cit—Psychological Reports; v42 n2 p423-24 Apr 78

Data Base ID—78202424

Descriptors—Identification (Psychological), *Role Perception

Identifiers—*Married Women, Sex Identity

WE 004 722

Powers, M. G. Holmberg, J. J.

Occupational Status Scores: Changes Introduced by the Inclusion of Women.

Journal Cit—Demography; v15 n2 p183-204 May 78

Data Base ID—78191525

Descriptors—Economic Factors, Employment Patterns, *Occupational Surveys, Social Factors, *Working Women

Identifiers—*Occupational Status

This paper examines the impact of women's labor force participation on occupational scores by comparing occupational status scores based on the characteristics of the 1970 male labor force with a set of occupational status scores based on the characteristics of the total 1970 labor force. Although the two sets of scores are highly correlated, important differences are found in the scores for specific occupations as well as for major occupational groups. Using the traditional list of 12 major occupational categories, we find that the positions of clerical workers and craftsmen are reversed when status scores are derived from data on all incumbents in the labor force rather than on male incumbents alone. The paper suggests that, with the increased participation of women in the labor force and the concomitant change in the sex composition of the work force, the traditional approaches to the measurement of occupational status based solely on male incumbents may no longer be valid for examining the occupational hierarchy of contemporary American society.

WE 004 723

Houpt, K. A.

Equal Opportunity in Action: Veterinary Medicine, A Success Story.

Journal Cit—Veterinary Medicine/Small Animal Clinician; v73 n3 p273-74 Mar 78

Note—Also cited in AGRICOLA, 789051610

Data Base ID—78182032

Descriptors—*Equal Opportunities (Jobs), Medical Services, *Veterinary Medicine

Identifiers—New York, Sex Bias

WE 004 724

Witte, M. H.

Let the Experiment Be Fairly Made.

Journal Cit—American Medical Association Journal; v239 n21 p2276-77 May 26 78

Note—This is an editorial opinion

Data Base ID—78174166

Descriptors—Civil Rights, *Equal Opportunities (Jobs), Feminism, Medical Students, *Medicine, United States History

WE 004 725

Holmes, F. F. Holmes, G. E. Hassanein, R.

Performance of Male and Female Medical Students in a Medicine Clerkship.

Journal Cit—American Medical Association Journal; v239 n21 p2259-62 May 26 78

Data Base ID—78174159

Descriptors—*Clinical Experience, Medical Record Technicians, *Medical Students, Sex Differences, *Task Performance

Little has been published about objective evaluation and comparison of performance of female and male medical students in clinical clerkships. Data were collected on objective grading and examination results of a three-month medicine clerkship involving 269 medical students, 222 men and 47 women, during 1975 and 1976. There were no significant differences in final course grades between the two sexes. Performance in wards and clinics and on written and oral examinations was also without significant differences when the two sexes' scores were compared. Thus, gender would appear to have no relationship to medical student performance in this clinical clerkship.

WE 004 726

Bedeian, A. G. Touliatos, J.

Work-Related Motives and Self-Esteem in American Women.

Journal Cit—Journal of Psychology; v99, part 1 p63-70 May 78

Data Base ID—78173784

Descriptors—Identification (Psychological), Motivation, *Self Concept, *Self Esteem, Working Women

Acknowledging the need for additional research on work-related motives and self-esteem in American women, this study investigated the hypothesis that women with a favorable self-esteem would score high in nAch, nPow, and nAuto, whereas women with a less favorable self-esteem would score high in nAff, nAgg, and nDef. Eighty-five female college students completed Gough and Heilburn's Adjective Check List and Form B of the Coopersmith Self-Esteem Inventory. Data were analyzed by means of chi-square tests in conjunction with the coefficient of association asymmetric lambda. The results indicated that, as predicted, women with a favorable self-esteem scored high in nAch (p.001) and nPow (p.001), while contrary to expectation, they also scored high in nAff (p.05). All other relationships were found to be nonreliable. These findings were interpreted as stressing the importance of the relationship between self-esteem and work-related motives in women.

WE 004 727

Bernardez-Bonesatti, T.

Women and Anger: Conflicts with Aggression in Contemporary Women.

Journal Cit—American Medical Women's Association Journal; v33 n5 p215-19 May 78

Data Base ID—78172079

Descriptors—*Aggression, Emotional Adjustment, Emotional Response, *Hostility

Identifiers—*Anger

WE 004 728

Hubback, J.

Reflections on the Psychology of Women.

Journal Cit—Journal of Analytical Psychology; v23 n2 p175-85 Apr 78

Data Base ID—78171275

Descriptors—Individual Psychology, *Psychological Characteristics, Sex Role, Social Factors

Identifiers—Sex Identity

WE 004 729

Rosenthal, S. F.

The Female as Manipulator: A Replication.

Journal Cit—Psychological Reports; v42 n1 p157-58 Feb 78

Data Base ID—78158680

Descriptors—*Assertiveness, Interpersonal Relationship, *Psychological Patterns, Self Expression

Identifiers—*Manipulation (Psychology)

WE 004 730

Escovitz, G. H. Woodside, N. B.

Retraining Inactive Physicians. A Seven–Year Experience.

Journal Cit—American Medical Association Journal; v239 n20 p2139-42 May 19 78

Data Base ID—78154034

Descriptors—Clinical Experience, *Physicians, *Professional Continuing Education, *Retraining

Identifiers—Medical College of Pennsylvania

In 1969, the Medical College of Pennsylvania began a program to retrain clinically inactive physicians. Originally designed for women physicians who had discontinued their clinical training or practice in response to family responsibilities, the program has expanded its goals to encompass physicians in nonclinical careers who wish to reenter clinical practice. An eight-week program, which provides didactic and clinical experience, has been designed as a first step or catalyst for these physicians. Since the program began, 102 physicians have matriculated to the program, and of these physicians, 78 have returned to clinical activity. Criteria have been developed in selecting those physicians most likely to return to clinical activity. There is a potential continued need for programs whose unique attributes and liabilities of retraining are a form of continuing medical education.

WE 004 731

Leserman, J.

The Professional Values and Expectations of Medical Students.

Journal Cit—Journal of Medical Education; v53 n4 p330-36 Apr 78

Data Base ID—78153623

Descriptors—Economic Factors, *Medical Students, *Motivation, Sex Discrimination, Social Factors, Standards, *Values

This paper, presenting the findings from a 1975 survey of first-year medical students in North Carolina, describes medical students' professional orientations by focusing on specific values and expectations which may have relevance for health care problems. The professional orientations concern four problem areas–physicians' relationships with patients, political and economic change in the medical profession, the treatment of women physicians and patients, and geographic and specialty maldistribution of physicians. The data suggest that incoming medical students are concerned with helping people but not necessarily through political means, committed to some geographic and specialty areas of patient need, choosing medicine for reasons other than economic rewards but not opposed to physicians' large income and status, and somewhat unaware of discrimination toward women physicians and patients.

WE 004 732

Conrad, C. C.

Advice to a Young Woman Attempting To Decide Whether To Become a Medical Doctor.

Journal Cit—American Medical Women's Association Journal; v33 n4 p169 Apr 78

Data Base ID—78151602

Descriptors—*Decision Making, *Motivation, *Physicians, Professional Occupations

WE 004 733

Gray, M. J. Ackerman, J.

Attitudes of Women Medical Students toward Obstetrics and Gynecology.

Journal Cit—American Medical Women's Association Journal; v33 n4 p162-64 Apr 78

Data Base ID—78151601

Descriptors—*Attitudes, *Gynecology, *Medical Students

Identifiers—*Obstetrics

WE 004 734

Barnett, M.

Reflections of a Third Year Medical Student.

Journal Cit—American Medical Women's Association Journal; v33 n4 p154-56,161 Apr 78

Data Base ID—78151600

Descriptors—*Attitudes, *Medical Students

WE 004 735

Kohlstedt, S. G.

Physiological Lectures for Women: Sarah Coates in Ohio, 1850.

Journal Cit—Journal of the History of Medicine and Allied Sciences; v33 n1 p75-81 Jan 78

Data Base ID—78130812

Descriptors—Educational History, *Lecture, Medicine, *Physiology

Identifiers—*Coates (Sarah), Ohio

WE 004 736

The Psychology of Women.

Journal Cit—American Psychoanalytic Association Journal; v26 n1 p163-77 78

Note—This is a proceeding

Data Base ID—78130726

Descriptors—Attitudes, *Psychological Characteristics, Sex Differences

Identifiers—Sex Identity

WE 004 737

Bluestone, N. R.

The Future Impact of Women Physicians on American Medicine.

Journal Cit—American Journal of Public Health; v68 n8 p760-63 Aug 78

Data Base ID—78254553

Descriptors—*Futures (of Society), *Medicine, *Physicians, Social Change

WE 004 738

Munsinger, H. Rabin, A.

A Family Study of Gender Identification.

Journal Cit—Child Development; v49 n2 p537-39 Jun 78

Data Base ID—78238163

Descriptors—College Students, *Family Influence, Identification (Psychological), Nature Nurture Controversy, Self Concept, Sex Differences

Identifiers—*Sex Identity

Self-reports about 70 masculine and feminine behaviors were collected from 177 undergraduates and their families. These self-report scores were correlated within family pairs to assess family resemblances in masculine or feminine preferences. The obtained family correlations were compared with those predicted by a simple additive-genetic theory, an X-linkage model, and a same-sex identification theory of gender-identity acquisition. The obtained pattern of correlations (mother x daughter = .26, sister x sister = .28, father x son = .33, and brother x brother = .23, all other family correlations near 0) strongly rejects the X-linkage and simple additive-genetic models of gender identity acquisition. On the other hand, the obtained family correlations are quite consistent with a same-sex theory of gender identification, although, of course, within-family correlations only suggest causal relations, they do not prove them. Other factors such as social class could affect sex role identification as well.

WE 004 739

Hare-Mustin, R. T.

A Feminist Approach to Family Therapy.

Journal Cit—Family Process; v17 n2 p181-94 Jun 78

Data Base ID—78235454

Descriptors—Attitudes, *Family Counseling, Feminism, Therapy

Identifiers—*Sex Role Stereotypes

Although family therapy recognizes the importance of the social context as a determiner of behavior, family therapists have not examined the consequences of traditional socialization practices that primarily disadvantage women. The unquestioned reinforcement of sterotyped sex roles takes place in much of family therapy. A feminist therapy orientation that considers the consequences of stereotyped sex roles and the statuses prescribed by society for females and males should be part of family therapy practice. This paper describes the ways in which family therapists who are aware of their own biases and those of the family can change sexist patterns through applying feminist principles to such areas as the contract, shifting tasks in the family, communication, generational boundaries, relabeling deviance, modeling, and therapeutic alliances.

WE 004 740

Maier, R. A. Ernest, R. C.

Sex Differences in the Perception of Touching.

Journal Cit—Perceptual and Motor Skills; v46 n2 p577-78 Apr 78

Data Base ID—78201281

Descriptors—College Students, Interpersonal Relationship, Perception, Sex Differences, Sex Stereotypes, *Stimulus Behavior, *Tactual Perception

Sex differences in the perception of touching were investigated by having 25 male and 25 female college students rate how likeable a touch would be under different conditions. The women produced a more favorable affect than the men when they touched, and women were perceived as liking to be touched more than men. Perception of touching in general was correlated positively with self-esteem for men, negatively with Machiavellianism for women, and positively with trust for women. Results were discussed in terms of traditional sex-typing of touching behavior.

WE 004 741

Gregory, R. J. Morris, L. M.

Adjective Correlates for Women on the CPI Scales: A Replication.

Journal Cit—Journal of Personality Assessment; v42 n3 p258-64 Jun 78

Data Base ID—78196417

Descriptors—College Students, *Personality Tests, *Test Reliability

Identifiers—*Adjective Checklist (Gough and Heilbrun), *California Psychological Inventory

In a replication of a 10-year-old study by Gough, peer rated adjectives from the Adjective Check List were correlated with scores on the 18 standard scales of the California Psychological Inventory (CPI) for 95 college sorority members. For each scale, the 10 most positively and negatively correlated adjectives were selected for comparison with Gough's results. The absolute magnitude of the correlations, the qualitative content of the adjectives, and the degree of correspondence with Gough's findings were used to assess the extent to which each CPI scale achieved its stated objective.

WE 004 742

Shea, J. Crossman, S. M. Adams, G. R.

Physical Attractiveness and Personality Development.

Journal Cit—Journal of Psychology; v99, part 1 p59-62 May 78

Data Base ID—78173783

Descriptors—College Students, *Personality Development, *Physical Characteristics, Self Concept

A test of the relationship between physical attractiveness and ego development was completed through an interview study of 294 men and women college students. Subjects responded to personality measures assessing identity formation, locus of control, and ego functioning and were rated on facial attractiveness and body form scales. Contrary to the physical attractiveness stereotype, attractive and unattractive subjects did not differ in their personality styles.

WE 004 743

Schiff, E. Koopman, E. J.

The Relationship of Women's Sex-Role Identity to Self-Esteem and Ego Development.

Journal Cit—Journal of Psychology; v98, part 2 p299-305 Mar 78

Data Base ID—78173775

Descriptors—Androgyny, College Students, Identification (Psychological), *Personality Development, *Self Concept, *Self Esteem, Sex Role, Social Development

Identifiers—Femininity, Masculinity, *Sex Identity

The present study examined the relationship of women's sex role identity to self-esteem and ego development. One hundred fifty-three female undergraduate students at the University of Maryland were the volunteer subjects for this study. During class time, these persons completed the Index of Adjustment and Values, used to measure self-esteem, and the Sentence Completion Test, used to measure ego development. From this pool of subjects, four sex role identity groups were determined–androgynous women, feminine women, masculine women, and undifferentiated women. Twenty-five from each group were randomly selected to comprise a final sample of 100 women. Results of the self-esteem analyses supported previous findings that androgynous women possess a higher degree of self-esteem than stereotypically feminine women and undifferentiated women, but revealed no significant difference in self-esteem between androgynous and masculine women. In contrast, the level of ego development of androgynous women was not significantly different from that of feminine and undifferentiated women but was significantly higher than that of masculine women. Overall results support the theory that a combination of masculine and feminine characteristics is beneficial for women in terms of both self-esteem and ego development.

WE 004 744

Whitfield, M. D.

Stresses Associated with Career Success for Women.

Journal Cit—Canadian Psychiatric Association Journal; v23 n1 p9-14 Feb 78

Data Base ID—78146173

Descriptors—Adjustment (to Environment), Cultural Factors, Individual Psychology, *Stress Variables, *Success Factors, *Working Women

In recent years, more women have pursued careers in business and the traditionally male professions. Those that have succeeded live with a high degree of environmental stress. Since some of them are now consulting psychiatrists, it is important that the psychiatrist be able to differentiate difficulties which have a cultural basis from those stemming from individual psychodynamics. Cultural stresses have been reviewed under three headings–inaccurate stereotypes, inadequate cultural supports, and role overload. It has been suggested that contact with her peer group is extremely important for this type of women patient. The peer group provides both support and a frame of reference within which individual problems may be understood.

WE 004 745

Lanahan, C. C.

Sexism in Nursing: Recognizing and Responding.

Journal Cit—Virginia Nurse Quarterly; v45 n4 p25-31 Win 77

Data Base ID—78182797

Descriptors—Change Strategies, *Nursing, *Sex Discrimination, Sex Stereotypes

WE 004 746

De Cecco, J. P. Figliulo, M. C.

Methodology for Studying Discrimination Based on Sexual Orientation and Social Sex-Role Stereotypes.

Journal Cit—Journal of Homosexuality; v3 n3 p235-41 Spr 78

Data Base ID—78195214

Descriptors—Civil Rights, Feminism, Homosexuality, *Sex Discrimination, *Sex Stereotypes

Identifiers—*Sex Role Stereotypes

This article presents the methodology used in collecting data for the study of the relationship of sexual orientation and social sex role to the protection of civil liberties. The methodology is designed to determine how departures in sexual orientation and social sex role are the basis for the abridgment of civil liberties. Departure in sexual orientation is defined as physical sexual activity involving individuals of the same sex. Departure in social sex role stereotypes is defined as departing from or conforming to the feminine stereotype for men, the feminine stereotype for women, the masculine stereotype for men, and the masculine stereotype for women.

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SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	
	May, Jean T. Rudov, Melvin H.	Author(s)
Title	**Health Career DATABANK for Minorities/ Women. Design and Feasibility Study.**	
	Affil—Iowa State Univ. of Science and Technology, Ames.	Author's Institutional Affiliation
Organization where document originated	American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa. Center for Health Sciences Studies.	
	Spons Agency—Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.	Sponsoring Agency—agency responsible for initiating, funding, and managing the project
Report Number	Report No.—NCHSR-77-135	
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Descriptive Note	Note—111p.	Pagination
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Descriptors (Only terms preceded by an asterisk are printed in the subject index.)	Descriptors—*Data Bases, Feasibility Studies, *Health Occupations Education, *Information Systems	
	Identifiers—*DATABANK	Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)
Abstract	A design is presented for a six-part program intended to meet the information needs of programs aimed at enhancing health career opportunities for minority groups and women. Information gleaned from an analysis of personal characteristics associated with job success and satisfaction, from a review of literature, and from interviews with the staff of 28 health career programs, was used in designing the DATABANK program. The core of DATABANK consists of the participant component, which gathers information about people participating in various career programs (including longitudinal information about their success in occupational training programs and in their health occupations), and the program component, which contains information about the characteristics of health career programs for minorities and women.	

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A10	9.25	E10	20.00	T10	550.00
A11	9.50	E11	22.50	T11	600.00
A12	10.75	E12	25.00	T12	650.00
A13	11.00	E13	28.00	T13	675.00
A14	11.75	E14	31.00	T14	750.00
A15	12.00	E15	34.00	T15	800.00
A16	12.50	E16	37.00	T16	850.00
A17	13.00	E17	40.00	T17	900.00
A18	13.25	E18	45.00	T18	950.00
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WE 004 747

Jones, Ethel B. Long, James E.

Women and Part-Week Work; Final Report.

Auburn Univ., Ala. School of Business.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-01-76-21-1

Contract—DL-21-01-76-21

Pub Date—15 Mar 78

Note—207p.

Available from—NTIS; Price: PC A10/MF A01

Data Base ID—GRAI7817; PB-280 737/8ST

Descriptors—Children, Employment Patterns, Family Status, Health, Longitudinal Studies, *Part Time Jobs, Salaries, Unemployment, Wages, *Working Hours, *Working Women

Identifiers—National Long Surveys of Young Women (1968 73)

This two-part report examines four aspects of the part-week job association of married women–the proportion experiencing part-week employment; characteristics increasing the probability of part-week work; the wage effect from part-week in the work-life history; and the impact upon her unemployment experience. The data base is the National Longitudinal Surveys of Young Women (1968-73) and of Mature Women (1967-72). Over a six-year period, three of every five women who worked held a part-week job. The work history usually showed both part-week and full-week. The test of a household decision-making model found young children, more children, a higher-income husband, a lower potential market wage, and poor health among significant factors increasing the probability of part-week employment. Intervals of part-week employment increased the current wage less than full-week. At particular periods of potential work life, no work experience was less depreciating of future earnings than part-week employment. Compared with full-week, unemployment incidence was less frequent, and no consistent differences were observed with respect to duration or the multiplicity of spells of unemployment. (Portions of this document are not fully legible.)

WE 004 748

Women and the Health System: Selected Annotated References.

National Health Planning Information Center (DHEW/PHS), Rockville, Md.

Report No.—DHEW/PUB/HRA-78/629; NHPIC/HPBS-4

Pub Date—78

Note—68p.; Health Planning Bibliography series

Available from—NTIS; Price: PC A04/MF A01

Data Base ID—GRAI7817; HRP-0300401/7ST

Descriptors—*Annotated Bibliographies, *Health Personnel, *Medical Services, Working Women

This publication focuses attention on the important contributions of women in helping to improve the nation's health care system. The bibliography is limited to those publications in the English language issued between 1970 and March 1977. The references are categorized according to four roles–Health Care Consumers, Health Care Providers (Paid), Decision Makers (Paid), and Extra-Market Health Care Providers. In each category an attempt was made to identify literature and research which examine the forces impacting upon the efficacy of women in these roles. Since the health care system is often described by its structure and organization, financing mechanisms, regulatory structure, and policies, these characteristics are descriptive of the forces and issues relative to women and their roles in the health system. A fifth category–Other Bibliographies and Periodicals–is also included.

WE 004 749

Jekel, James F. Tyler, Natalie C. Klerman, Lorraine V.

Induced Abortion and Sterilization among Women Who Became Mothers as Adolescents.

Yale Univ., New Haven, Conn. Medical School

Spons Agency—Public Health Service (DHEW), Rockville, Md.

Grant—PHS-MC-R-090357

Journal Cit—American Journal of Public Health; v67 n7 p621-25 Jul 77

Note—An earlier version of this paper was presented at the Annual Meeting of the American Public Health Association (Chicago, Illinois, 1975)

Data Base ID—GRAI7817; HRP-0024417/8ST

Descriptors—Abortions, *Contraception, Family Planning, *Pregnant Students, Teenagers

The extent to which women who become mothers while of school age subsequently use surgical means to control fertility was explored for young women who participated in a comprehensive service program for school-age mothers in New Haven, Connecticut. The experience of these mothers was compared to a group of similar mothers who delivered prior to the development of special services. The first study group included 180 women served between 1967 and 1969, and the second group involved 111 women served between 1965 and 1967, prior to the addition of the comprehensive service program. Two other groups were examined–83 mothers who delivered during 1963-65, and 54 mothers who delivered in 1963-65, but did not meet all research criteria of the study. Induced abortion and sterilization utilization were evaluated. About 40% of each of the groups used abortion or sterilization to control fertility. Most of the women seeking abortion had no subsequent term or near-term deliveries, suggesting that such a request may indicate a desire to terminate childbearing at least for a few years. A high proportion of the young mothers obtained abortions during the second trimester of pregnancy, even for repeat abortions. Supporting tabular data are included.

WE 004 750

Denby, Sara Pat

Command Opportunity and Flag Grade for Women Line Officers.

Affil—Naval War Coll., Newport, R.I.

Pub Date—19 Jun 72

Note—90p.

Available from—NTIS; Price: PC A05/MF A01

Data Base ID—GRAI7817; AD-A054 629/1ST

Descriptors—Armed Forces, Military Personnel, *Officer Personnel, *Personnel Policy, *Promotion (Occupational), *Working Women

Identifiers—*Navy

This is an analysis of current trends and attitudes within and outside the Navy which bear on the opportunities for women line officers to serve in command assignments and achieve flag grade. A general review is made of the history of the women line officer in the Navy. The laws, regulations, policies, and management practices which pertain to both men and women line officers are studied. Trends within society and the Navy indicate that the time is right to increase the opportunities for women to serve in more challenging and demanding billets. A comprehensive study is recommended to determine how women can best make a professional contribution to the Navy. Further, the screening of eligible women for command assignments and an annual review of eligible women captains to determine qualifications for flag grade are recommended. (Author)

WE 004 751

Kowal, Dennis M. Patton, John F. Vogel, James A.

Psychological States and Aerobic Fitness of Male and Female Recruits before and after Basic Training.

Army Research Inst. of Environmental Medicine, Natick, Mass.

Report No.—USARIEM-M-7/78

Journal Cit—Aviation, Space, and Environmental Medicine; p603-06 Apr 78

Data Base ID—GRAI7817; AD-A054 169/8ST

Descriptors—*Military Training, *Physical Fitness, *Psychological Patterns, Self Esteem, Sex Differences

Identifiers—*Aerobics, Work Capacity

Psychological states and aerobic fitness were measured using a battery of psychological tests and a bicycle ergometer work test. Two hundred male and female subjects were tested at the beginning of a six-week basic training cycle and 200 were tested at the completion of basic training. Changes in moods, self-confidence, and physical fitness were observed in the male recruits but not in the female trainees. A significant difference existed between males and females in terms of physical work capacity. These differences in work capacity and psychological readiness should be considered in the assignment and selection of personnel for high work intensity military occupations. (Author)

WE 004 752

Horstman, Dee Ann S.

Court Case Compendium 1975–1976: Legal Standards for Personnel Practices.

Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Report No.—PROFESSIONAL SER-77-5

Pub Date—Sep 77

Note—105p.

Available from—NTIS; Price: PC A06/MF A01

Data Base ID—GRAI7816; PB-280 492/0ST

Descriptors—*Court Litigation, Employment Practices, *Personnel Policy, Working Women

Prominent or precedent-setting court cases in personnel measurement in 1975-76 are summarized to provide psychologists and managers with a concise, accurate digest of relevant legal standards as embodied in case law. The technicality of legal language and thinking in judicial decisions is translated into practical terms in the volume. Appendices to the compendium provide an overview of the United States court system, a map of the federal judicial circuits, a topical index, and a brief legal glossary. The volume is loose leaf to accommodate changes in standards as reflected in court decisions.

WE 004 753

Stephan, Paula E.

The Labor Force Response of Career vs. Noncareer Married Women to the Unemployment Rate. Final Report June–September 1977.

Georgia State Univ., Atlanta. Dept. of Economics.
Spons Agency—Department of Labor, Washington, D.C. Assistant Secretary for Policy, Evaluation, and Research.
Report No.—ASPER/PUR-77/2025/A
Contract—DL-B-9-E-7-2025
Pub Date—Oct 77
Note—43p.
Available from—NTIS; Price: PC A03/MF A01
Data Base ID—GRAI7816; PB-280 133/0ST
Descriptors—*Employment Patterns, *Job Satisfaction, Longitudinal Studies, Unemployment, *Working Women
Identifiers—*Married Women, National Longitudinal Survey of Mature Women

The objective of this paper is to examine the hypothesis that because of job experience and a commitment to the labor force, the current labor force status of married women who have a career (defined as married women who have been working 70 % or more of the time since marriage) is not responsive to changes in the local employment rate. The analysis uses the National Longitudinal Survey of Mature Women. The 1972 survey data are used. Logit techniques are used to analyze the labor force participation of career vs. noncareer women. It was found, using a traditional specification of the discouraged worker problem (which excludes experience), that career women as a whole are not discouraged while noncareer women appear discouraged. The results are not paralleled when division is made by race. This paper also hypothesized that the amount of discouragement present depends upon the amount of experience that the woman in the labor market has.

WE 004 754

*Thackray, Richard S.   Touchstone, R. Mark
Bailey, J. Powell*

A Comparison of the Vigilance Performance of Men and Women Using a Simulated Radar Task.

Federal Aviation Administration (DOT), Washington, D.C. Office of Aviation Medicine.
Report No.—FAA-AM-78-11
Pub Date—Mar 78
Note—12p.
Available from—NTIS; Price: PC A02/MF A01
Data Base ID—GRAI7816; AD-A053 674/8ST
Descriptors—*Attention Control, Job Skills, Radar, Sex Differences, *Task Performance
Identifiers—*Air Traffic Control

The present study examined the question of possible sex differences in the ability to sustain attention to a complex monitoring task requiring only a detection response to critical stimulus changes. The visual display was designed to approximate a futuristic, highly automated air traffic control radar display containing computer-generated alphanumeric symbols. Twenty-six men and an equal number of women were each tested over a two-hour session. Sixteen targets appeared on the screen at all times, with 10 signals (a designated change in the alphanumerics) randomly presented during each half hour of the test session. Detection latency to the signals increased significantly during the session, but there was no evidence of any significant difference between the sexes in the magnitude or pattern of this increase. The results are discussed in terms of a general decline in alertness that was apparently equal for both sexes. (Author)

WE 004 755

Task Panel Report: Public Attitudes and Use of the Media for Promotion of Mental Health.

President's Commission on Mental Health, Washington, D.C.
Report No.—PCMH/P-78/22
Pub Date—15 Feb 78
Note—63p.
Available from—NTIS; Price: PC A04/MF A01
Data Base ID—GRAI7814; PB-279 821/3ST
Descriptors—*Attitudes, Mass Media, Medical Services, *Mental Health Programs, *Publicize, Self Concept, Social Attitudes, *Stereotypes

The panel evaluated and discussed issues involved in 1) status of public attitudes and prevalence and role of stigma in relation to mental health care today; 2) uses of public education in the promotion of mental health; and 3) prosocial uses of the media in promotion of mental health among certain high-risk, underserved groups. Data and arguments from differing schools of thought believing stigma is or is not a major problem today are presented and discussed. Options for overcoming existing stigma are suggested. Existing programs for public education for promotion of mental health and recognition of common stressors are surveyed and options suggested for increasing effectiveness of efforts. The role of, particularly, the electronic media in affecting self-perceptions and mental attitudes of minority Americans, the elderly, women, and the family and children are discussed and data presented, including a discussion of the effect of TV violence. Options for ameliorating problems are presented.

WE 004 756

Task Panel Report: Special Populations. Final Report of Task Panel 1961–78.

President's Commission on Mental Health, Washington, D.C.
Report No.—PCMH/P-78/14
Pub Date—15 Feb 78
Note—389p.
Available from—NTIS; Price: PC A17/MF A01
Data Base ID—GRAI7814; PB-279 813/0ST
Descriptors—Alaska Natives, American Indians, Asian Americans, Blacks, *Ethnic Groups, Medical Services, *Mental Health Programs, *Minority Groups, Physically Handicapped

The report contains reports of seven task panel study groups concerned with the mental health of and mental health services to minorities, the physically handicapped, and women. The eight-part report contains a summary overview and the reports of the seven task panel study groups concerning the mental health of Asian/Pacific Americans, black Americans, European-ethnic Americans, hispanic Americans, American Indians/Alaska natives, physically handicapped Americans, and women. Each panel looked at service delivery in relation to the particular special population, including issues of training, personnel, research, and prevention.

WE 004 757

Banderet, L. E.   Phair, P. W.

Male–Female Similarities in Self–Rated Symptomatology and Mood at 4300 m.

Army Research Inst. of Environmental Medicine, Natick, Mass.
Pub Date—1 Dec 76
Note—24p.
Available from—NTIS; Price: PC A02/MF A01
Data Base ID—GRAI7814; AD-A052/7ST
Descriptors—*Psychological Patterns, *Self Evaluation, Sex Differences

Self-rated symptomatology and moods were determined for 21 male and 16 female subjects at 200 m during the baseline phase of a study designed to evaluate the efficacy of staging plus acetazolamide in preventing the development of acute mountain sickness (AMS). Symptomatology and moods were also determined at 4300 m on 10 male and 7 female untreated, control subjects from the original population. At 200 m, self-rated moods of males were more aggressive and clear thinking than those of females. At 4300 m, male and female symptomatology comparisons and mood comparisons were not significantly different. Scientific literature suggesting such differences at high altitude are deemed speculative or based on questionable comparisons of data. (Author)

WE 004 758

Durning, Kathleen P.

Women at the Naval Academy: The First Year of Integration.

Navy Personnel Research and Development Center, San Diego, Calif.
Report No.—F55521; NPRDC-TR-78-12; ZF55521021
Pub Date—Feb 78
Note—42p.
Available from—NTIS; Price: PC A03/MF A01
Data Base ID—GRAI7815; AD-A052 878/6ST
Descriptors—College Students, Military Personnel, Stereotypes, *Student Attitudes
Identifiers—*Naval Academy

The first year of integration of women midshipmen was studied at the U. S. Naval Academy. The degree of traditionalism of males of the class of 1980 toward rights and roles of women in society was evaluated as a function of level of contact with female plebes. A small effect on the Attitudes Toward Women Scale was found after five months of integration, with men in mixed-sex platoons or squads expressing the most equalitarian attitudes. Irrespective of company assignment, the male plebes became more equalitarian by the end of the academic year. In general, these men were least equalitarian in areas that will affect them most closely as naval officers, as in their opinions about shipboard and other military roles for women. Upperclassmen were most resistant to the integration of Annapolis (19% were neutral or favorable toward coeducation vs. 26% of plebe men). Females and males had very different perceptions of treatment of the sexes in the 1976-77 year, with the majority of men perceiving favoritism to women, and women denying they received such treatment, except perhaps in the area of physical education. Women generally felt resented and less accepted than male peers. Greater numbers of women in more varied roles (e.g., upperclassmen) should partially alleviate several problems by reducing the overvisibility of the women and resultant performance pressures, as well as by allowing more peer contact to challenge the stereotypes held by men. (Author)

WE 004 759

Hufstedler, Shirley M.

Women and the Law.

Affil--Aspen Inst. for Humanistic Studies, Colo.
Report No.—ISBN-0-915436-40
Pub Date—77
Note—23p.
Available from—NTIS; Price: PC A02/MF A01
Data Base ID—GRAI7820; PB-282 762/4ST
Descriptors—*Civil Rights, Civil Rights Legislation, Sex Discrimination, *Working Women
Identifiers—*Status of Women, *Womens Suffrage Movement

The report discusses the history of the status of women, from the suffrage movement through labor force entries during wartime and the civil rights movement to the present. Implications for the future are discussed concerning pending legislation.

WE 004 760

Labor Market Information for Affirmative Action Programs.

Mississippi Employment Security Commission, Jackson. Research and Statistics Dept.
Pub Date—Apr 78
Note—123p.
Available from—NTIS; Price: PC A06/MF A01
Data Base ID—GRAI7820; PB-282 669/1ST

Descriptors—*Affirmative Action, *Demography, Racial Composition
Identifiers—Mississippi

These data are to be used by employers in the preparation of their affirmative action plans. This packet of data will be replaced in April 1979. This data packet included labor force data for affirmative action programs, 1976 population by race and sex, and occupation of job applicants at local offices of the Mississippi State Employment Service by sex and minority status. (Portions of this document are not fully legible.)

WE 004 761

Women in the Army-Reserve Components (WITA-RC) Review; Final Report.
Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.
Pub Date—31 Mar 78
Note—208p.
Available from—NTIS; Price: PC A10/MF A01
Data Base ID—GRAI7818; AD-A055 103/6ST
Descriptors—Armed Forces, Enlisted Personnel, Foreign Policy, Interpersonal Relationship, *Military Personnel
Identifiers—*Army, *Military Reserves

The Women in the Army-Reserve Components Review was sponsored by the Deputy Assistant Secretary of the Army for Reserve Affairs and conducted by the Office of the Deputy Chief of Staff for Personnel. This report reviews Army programs and policies as they apply to women in the Reserve Components. In this regard, 27 areas are discussed in separate chapters with conclusions and recommendations provided concerning each when appropriate. (Author)

WE 004 762

Boone, James O.
The Relationship of Predevelopmental '150' Training with Noncompetitively Selected Air Traffic Control Trainees to FAA Academy Success.
Federal Aviation Administration (DOT), Washington, D.C. Office of Aviation Medicine.
Report No.—FAA-AM-78-10
Pub Date—Mar 78
Note—25p.
Available from—NTIS; Price: PC A02/MF A01
Data Base ID—GRAI7818; AD-A055 009/5ST
Descriptors—*Job Training, *Racial Discrimination, *Sex Discrimination, Success Factors
Identifiers—*Aviation Careers

Past studies have demonstrated that women and minorities are less likely to be selected as FAA air traffic controllers than are nonminority men, and, when selected, are less likely to be successful. One major reason for this is that women and minorities have less aviation-related background experience. In response to this need, the '150' predevelopmental program was begun to give those selected for the program a one-year orientation to aviation and air traffic control prior to FAA academy training. The purpose of this research was to study the unique relationship between predevelopmental training and academy success. An overview of the relationships between various background characteristics, selection measures, predevelopmental training measures, and academy measures was first computed. Then, through path analysis, the significant relationships were considered simultaneously to determine the unique relationship between predevelopmental training and academy success. The path models indicated that predevelopmental training overall does enhance a trainee's potential for academy success with a possible differential effect according to minority status. (Author)

WE 004 763

Cherlin, Andrew
Employment, Income, Marriage, and Divorce in Two Cohorts of Women; Final Report.
Johns Hopkins Univ., Baltimore, Md. Dept. of Social Relations.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.
Report No.—DLETA-91-24-77-24
Grant—DL-91-24-77-24
Pub Date—31 May 78
Note—111p.
Available from—NTIS; Price: PC A06/MF A01
Data Base ID—GRAI7824; PB-284 501/4ST
Descriptors—*Attitudes, Divorce, Family Income, Family Structure, Marriage, *Predictor Variables, Social Characteristics
Identifiers—*Married Women

Data are analyzed from the National Longitudinal Surveys of Young Women and Mature Women on the postponement of marriage among women in their twenties, the determinants of divorce and separation among young and mature married women, cohabitation and subsequent marriage, and the reliability and validity of retrospective measures of family structure. A number of effects of employment, earnings, work attitudes, educational attainment, and other social demographic and economic characteristics are reported. During the 1969 to 1975 period, the proportion of young women wanting to be housewives at age 35–as opposed to wanting to work outside the home–fell sharply, lowering the probability of marriage for these women. Employment and income are more important determinants of divorce and separation for married women in their thirties and forties than for married women in their twenties. Single, cohabitating women marry at about the same rate as do single, noncohabitating women.

WE 004 764

Yohalem, Alice M.
The Careers of Professional Women: Commitment and Conflict; Final Report.
Columbia Univ., New York, N.Y.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.
Report No.—DLETA-21-36-76-18
Contract—DL-21-36-76-18
Pub Date—Mar 78
Note—274p.; From the Conservation of Human Resources Project
Available from—NTIS; Price: PC A12/MF A01
Data Base ID—GRAI7824; PB-284 493/4ST
Descriptors—*Academically Gifted, *Employment Patterns, Equal Opportunities (Jobs), *Family Influence, Part Time Jobs, Predictor Variables, *Professional Personnel, Salary Differentials, *Vocational Development, Working Women
Identifiers—*Reentry Workers

This is a follow-up study of the careers of 226 academically talented women who attended graduate or professional school between 1945 and 1951 and who were initially surveyed in the early 1960s. These women had a differential lifetime work attachment and career progression, both of which were related to marital status, family size, academic degree, and occupational sex ratios. The fewer one's family obligations, the higher her educational credentials, and the lower the female representation in her field of work, the greater was the likelihood of employment continuity and superior achievement. Most nonworkers in 1963 subsequently reentered the labor force and their 1974 employment was commensurate with their qualifications. Part-time work was frequently utilized to retain professional ties during periods of childrearing and to launch resumed careers. The majority reported having experienced employment discrimination, primarily in earnings and promotion, and there was no relation between unequal treatment and employment continuity. Recent demographic and attitudinal changes suggest that the atypical continuous full-time worker in this transitional group is the forerunner of the representative professional woman of the future.

WE 004 765

Detailed Statistical Tables. Characteristics of Experienced Scientists and Engineers, 1976, Appendix B; Final Report.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.—NSF-78-305
Pub Date—Jun 78
Note—343p.
Available from—NTIS; Price: PC A15/MF A01
Data Base ID—GRAI7824; PB-284 381/1ST
Descriptors—Demography, *Engineers, *Scientists, Statistical Data, Working Women

This volume includes detailed demographic employment and geographic data on scientists and engineers in 1976 who were originally identified as scientists and engineers in the 1970 Census of Population. Variables for which data are presented include field, sex, age, race, highest degree, years of professional experience, type of employer, area of critical national interest, primary work activity, employment status, federal agency of support, and state.

WE 004 766

Havens, Elizabeth M.
Women and the American Occupational Structure.
Texas Tech Univ., Lubbock. Dept. of Sociology.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.
Report No.—DLETA-91-48-74-25-1
Grant—DL-91-48-74-25
Pub Date—Nov 77
Note—46p.
Available from—NTIS; Price: PC A03/MF A01
Data Base ID—GRAI7824; PB-284 344/9ST
Descriptors—*Employment Patterns, Labor Force, Literature Reviews, Statistical Analysis, Working Women

This report explains the labor force participation patterns of American women. The report contains both a literature survey and an empirical analysis of women's labor force participation.

WE 004 767

Harrison, Elizabeth A.
Women as Consumers and Providers of Health Care (A Bibliography with Abstracts).
National Technical Information Service (DOC), Springfield, Va.
Pub Date—Sep 78
Note—111p.; Supercedes document number NTIS/PS-77/0917
Available from—NTIS; Price: PC N01/MF N01
Data Base ID—GRAI7824; NTIS/PS-78/1005/4ST
Descriptors—*Annotated Bibliographies, Health Occupations Education, *Health Services

Citations concerned with health and the delivery of health services as related to the needs and demands of women, both as providers and users of services, are included in the bibliography. Subjects covered are medical rights, health manpower education, sex discrimination, family planning, and legislation. (This updated bibliography contains 107 abstracts, 42 of which are new entries to the previous edition.)

WE 004 768

Corea, Gena
The Hidden Malpractice–How American Medicine Treats Women as Patients and Professionals.
Pub Date—77
Note—309p.

Available from—William Morrow and Co., Inc., 105 Madison Ave., New York, N.Y. 10016
Data Base ID—GRAI7824; HRP-0026011/7ST
Descriptors—*Attitudes, *Contraception, *Health Occupations, *Medical Services, Physicians, Sex Role
Identifiers—*Womens Health Movement

Emphasizing the increased consciousness of women in regard to health care specifically by and for women, this book reviews the events and attitudes that have shaped the medical profession's attitudes towards women. Some historical background on female physicians and other health workers introduces the text. The effect of male domination of medicine on the health care women receive titles the second part of the book which discusses the traditional male-doctor/female-patient relationship, medicine as a means of social control, and the treatment of venereal disease as a female transmitted malady. The history of the birth control movement is outlined, and the effects of various birth control methods and their side effects on women are discussed. Also treated in this section are male contraception, abortion and sterilization, childbirth, midwives, and the treatment of common female health problems. In the latter chapters, the role of female physicians as health care providers for essentially female conditions is proposed as a more logical provider/patient relationship, as the provider could more readily understand and sympathize with the patient. The final section of the book provides an overview of the women's health movement and its recent developments in providing referral for abortions, monitoring drugs with hazardous side effects on women, developing women's clinics, and disseminating information regarding women's medical rights. An appendix lists women's health organizations, clinics and projects, films and health publications. References are included.

WE 004 769

Women in the Labor Force.
Texas Employment Commission, Austin.
Pub Date—77
Note—58p.
Available from—NTIS; Price: PC A04/MF A01
Data Base ID—GRAI7823; PB-284 015/5ST
Descriptors—*Employment Patterns, Heads of Households, Labor Force, Occupational Aspiration, Salary Differentials, Unemployed, *Working Women
Identifiers—Married Women

This paper examines women in the labor force, work patterns of women, unemployed women, women as family heads, working wives, employment by occupation and industry, wage differences between men and women, and goals for women.

WE 004 770

Sandell, Steven H. Shapiro, David
Work Expectations, Human Capital Accumulation, and the Wages of Young Women.
Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No.—DLMA-82-39-72-21-2
Contract—DL-82-39-72-21
Pub Date—Apr 78
Note—32p.
Available from—NTIS; Price: PC A03/MF A01
Data Base ID—GRAI7823; PB-283 746/6ST
Descriptors—*Employment Patterns, Labor Market, *On the Job Training, Salaries, Wages, *Working Women, *Work Life Expectancy
Identifiers—National Longitudinal Survey of Young Women

According to human capital theory, the profitability and receipt of on the job training are positively related to the expected duration of labor force participation over the life cycle. This paper employs the National Longitudinal Survey (NLS) of Young Women (who were 14 to 24 years old in 1968) to estimate the impact of labor market expectations on human capital accumulation and pay. The empirical evidence supports the hypothesis that investment in general on the job training is considerably higher for young women with strong expected lifetime labor force attachment than that for other young women. Comparison of the actual labor force attachment of mature women with the expectations for future participation of young women indicates that young women tend to substantially underestimate their future labor force attachment.

WE 004 771

Mott, Frank L.
The Mature Women's Cohort: A Socioeconomic Overview.
Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No.—DLMA-82-39-72-21-1
Grant—DL-82-39-72-21
Pub Date—Apr 78
Note—50p.
Available from—NTIS; Price: PC A03/MF A01
Data Base ID—GRAI7823; PB-283-730/0ST
Descriptors—Attitudes, Behavior, Blacks, *Employment Patterns, Labor Market, *Racial Differences, Trend Analysis, *Working Women
Identifiers—Black Women

This study utilizes data from the National Longitudinal Survey (NLS) of Labor Market Experience of young and mature women to examine trends in labor force behavior and attitudes between 1967 and 1972. Included are separate racial analyses of fertility, labor force employment, income, earnings, and work and family attitudes for the two NLS cohorts. The study concludes that there are major differences between black and white female labor force trends as in recent years black participation has been declining and white participation increasing. The black decline primarily reflects labor force withdrawal of less skilled and educated women. The black women withdrawing from the labor force do not have attitudes significantly more negative than their black and white working counterparts.

WE 004 772

Mott, Frank L.
Racial Differences in Female Labor Force Participation: Trends and Implications for the Future.
Ohio State Univ., Columbus. Center for Human Resource Research.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No.—DLMA-82-39-72-21-3
Contract—DL-82-39-72-21
Pub Date—May 78
Note—31p.; Also cited in Resources in Education, ED 155 345, Current Index to Journals in Education, EJ 182 486, and PAIS, 780179113
Available from—NTIS; Price: PC A03/MF A01
Data Base ID—GRAI7823; PB-283 670/8ST
Descriptors—Attitudes, Blacks, *Employment Patterns, Labor Force, *Racial Differences, Trend Analysis, Unskilled Labor, *Working Women
Identifiers—Black Women

This research uses data from the National Longitudinal Surveys of Young and Mature Women to examine racial differences in labor force trends between 1967 and 1972. It examines the congruence in labor force participation between black and white women and concludes that the recent leveling off in black labor force rates reflects the involuntary withdrawal of large numbers of women with marginal skills from the labor force. The paper interprets this trend and includes some suggestions regarding future female labor force trends.

WE 004 773

Women and Minorities in Health Fields–A Trend Analysis of College Freshmen. Volume 1, Freshmen Interested in the Health Professions–A Summary Report.
American Council on Education, Washington, D.C.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.; Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.
Report No.—DHEW/HRA-77/44
Contract—PHS-HRA-231-75-0020
Pub Date—Feb 77
Note—51p.; For full report, order number 017-022-00554-9 from Supt. of Documents. For related document, see Resources in Women's Educational Equity, WE 001 974
Available from—Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 0-730-345/1580)
Data Base ID—GRAI7814; HRP-0024052
Descriptors—College Freshmen, Health Occupations Education, Health Personnel, *Medical Students, Minority Groups, *Student Characteristics
Identifiers—Black Women, Mixed Sex Groups

The focus of this report is on first-time, full-time freshmen planning careers as physicians, dentists (or orthodontists), pharmacists (or pharmacologists), optometrists, or veterinarians. It reports the results of a study which attempted to describe the characteristics of 1974 freshmen as a whole and of women and blacks aspiring to these careers in particular. The study also compared the 1974 group of aspiring health professionals with two other freshmen groups (1966 and 1972). The report offers a profile of each career group and subgroups within them. The survey revealed that 7.4% of the freshmen named a health profession as a probable career (as opposed to 7.8% in 1966); that growth in numbers of persons desiring health careers was highest for women, nonblack minorities, and blacks, with the number of black women increasing most (by 259%). White males continued to dominate the group. Dentistry attracted the lowest proportion of women, while one in two aspiring veterinarians was female. For the most part, freshmen desiring a health career came from higher socioeconomic classes than freshmen in general, with aspiring physicians having the most affluent backgrounds and those in the pharmacy group the least. Supporting tabular data are included.

WE 004 774

Katzenmeyer, Conrad Lawrenz, Frances
On-Site Assessment of the Women in Science Career Facilitation Program.
National Science Foundation, Washington, D.C. Directorate for Science Education.
Pub Date—15 Feb 78
Note—110p.; Also cited in Resources in Education, ED 153 568
Available from—NTIS; Price: PC A06/MF A01
Data Base ID—GRAI7815; PB-279 606/8ST
Descriptors—*Job Development, Professional Occupations, *Program Evaluation, *Scientists, *Working Women
Identifiers—*Women in Science Career Facilitation Program

The Women in Science Program was initated in FY76 to develop and test methods to attract women to and retain them in science careers. One component of the program is Science Career Facilitation Projects aimed at women who already hold a degree in science but who are currently either out of the scientific work force or underemployed. The purpose of this study was to take an initial look at the progress of the projects with the intent to alter program guidelines and procedures if such appeared desirable.

WE 004 775

Peterson, James A. Vogel, James A. Koval, Dennis M. Tomasi, Louis F.

Project 60: A Comparison of Two Types of Physical Training Programs on the Performance of 16–18 Year-Old Women.

Military Academy, West Point, N.Y.

Pub Date—3 May 77

Note—187p.

Available from—NTIS; Price: PC A09/MF A01

Data Base ID—GRAI7817; AD-A054 300/9ST

Descriptors—Admission (School), *Military Schools, *Physical Fitness, *Sex Differences, Student Recruitment

Identifiers—*Military Academy (West Point NY)

A substantial amount of information relating to the physical capabilities and limitations of young women was provided by Project 60. Two basic interpretations of this data can be made: 1) The young women in Project 60 were, in many instances, far more physically proficient than a review of the literature on the physical abilities of women would have led USMA personnel to believe. 2) On a number of tasks, even above-average women physical performers performed at a level below that achieved by the average male cadet. As a result, it is apparent that in order to maintain the one-track cadet experience with the minimum essential adjustments, a concerted effort must be made to identify and attract high-level women physical performers to become women cadets. For over 174 years, the best young men in the United States-both intellectually and physically-have become a part of the "long grey line." The same type of young woman must also be recruited to attend USMA. (Author)

WE 004 776

Women and Minorities in Health Fields–A Trend Analysis of College Freshmen. Volume 1–Freshmen Interested in the Health Professions.

American Council on Education, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.; Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.

Report No.—DHEW/HRA-77/43

Contract—PHS-HRA-231-75-0020

Pub Date—Feb 77

Note—258p.; For a related document, see Resources in Women's Educational Equity, WE 001 974

Available from—Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 017-022-00554-9)

Data Base ID—GRAI7814; HRP-0018828/4ST

Descriptors—College Freshmen, Health Occupations Education, Health Personnel, *Medical Students, Minority Groups, *Student Characteristics

Identifiers—Black Women, Mixed Sex Groups

This report, one of a series dealing with the changing pool of students interested in health careers, focuses on freshmen who aspire to careers in medicine, dentistry, pharmacy, optometry, or veterinary medicine. The report specifically centers on those who entered college as full-time freshmen in 1974. The characteristics of this population in general and of women and minority students within the group are described, and the population is compared with earlier groups (1966 and 1972). A questionnaire was used for surveying the freshmen. In the three years involved, over 7% of the first-time, full-time freshmen indicated that they were interested in a health profession as a career. The most popular of the career choices was found to be that of physician, followed by those of veterinarian, dentist, pharmacist, and optometrist. Women represented over one in three of the aspiring health professionals. The figure for blacks was slightly over 1 in 20. These figures suggest that the professions are becoming less predominantly "male" and "white" career selections. Those students who aspired to careers in the health professions were found to come from more affluent and better-educated backgrounds. Data collection forms are appended.

WE 004 777

Ericson, Dean

NPSPS (National Program for Selected Population Segments). Manual 7. Ex-Offenders. New Hope for Women Ex-Offenders: Project Esperanza, San Jose, California. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—AAI-78-45; DLMA-20-25-77-20-7

Contract—DL-20-25-77-20

Pub Date—1 May 78

Note—56p.

Available from—NTIS; Price: PC A04/MF A01

Data Base ID—GRAI7822; PB-283 372/1ST

Descriptors—*Criminals, *Demonstration Projects, Guidelines, *Individual Development, Occupational Guidance, Program Effectiveness

Identifiers—California (San Jose), Comprehensive Employment Training Act Title III, *Project Esperanza

This report documents the program experiences of Project Esperanza of San Jose, California, funded under CETA Title III as part of the National Program for Selected Population Segments. The manual is designed to provide prime sponsors and other program administrators with information to replicate the project (or parts of the project) in their area.

WE 004 778

Prager, Audrey

NPSPS (National Program for Selected Population Segments). Manual 6. Women. Women in Commissioned Sales: A Training Project Monmouth County, New Jersey. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—AAI-78-44; DLMA-20-25-77-20-6

Contract—DL-20-25-77-20-6

Pub Date—1 May 78

Note—86p.

Available from—NTIS; Price: PC A05/MF A01

Data Base ID—GRAI7822; PB-283 371/3ST

Descriptors—*Demonstration Projects, Guidelines, *Individual Development, Manpower Development, *Occupational Guidance, Program Effectiveness, *Sales Occupations

Identifiers—Comprehensive Employment Training Act Title III, New Jersey (Monmouth County), *Womens Training Program

This report documents the program experiences of the Women's Training Program (WTP) of Monmouth County, New Jersey, funded under CETA Title III as part of the National Program for Selected Population Segments. The manual is designed to provide prime sponsors and other program administrators with information to replicate the project (or parts of the project) in their area.

WE 004 779

Rovin, Barbara

NPSPS (National Program for Selected Population Segments). Manual 5. Women. Women Embark on New Careers: The Displaced Homemakers Program, Fort Wayne, Indiana. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—AAI-78-43; DLMA-20-25-77-20-5

Contract—DL-20-25-77-20

Pub Date—1 May 78

Note—85p.

Available from—NTIS; Price: PC A05/MF A01

Data Base ID—GRAI7822; PB-283 370/5ST

Descriptors—*Demonstration Projects, Guidelines, *Individual Development, *Occupational Guidance, Program Effectiveness

Identifiers—Comprehensive Employment Training Act Title III, *Displaced Homemakers, Indiana (Fort Wayne)

This report documents the program experiences of the Displaced Homemakers Program of Fort Wayne, Indiana, funded under CETA Title III as part of the National Program for Selected Population Segments. The manual is designed to provide prime sponsors and other program administrators with information to replicate the project (or parts of the project) in their area.

WE 004 780

Lad, Lawrence

NPSPS (National Program for Selected Population Segments). Manual 4. Women. Upgrading Women and Work: The "NEW" Experience, Crookston, Minnesota. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—AAI-78-42; DLMA-20-25-77-20-4

Contract—DL-20-25-77-20

Pub Date—1 May 78

Note—62p.

Available from—NTIS; Price: PC A04/MF A01

Data Base ID—GRAI7822; PB-283 369/7ST

Descriptors—*Demonstration Projects, Guidelines, *Individual Development, Manpower Development, *Occupational Guidance, Program Effectiveness, *Working Women

Identifiers—Comprehensive Employment Training Act Title III, Minnesota (Crookston), *Nontraditional Employment for Women

This report documents the program experiences of NEW (Nontraditional Employment for Women) of Crookston, Minnesota, funded under CETA Title III as part of the National Program for Selected Population Segments. The manual is designed to provide prime sponsors and other program administrators with information to replicate the project (or parts of the project) in their area.

WE 004 781

Lewis, Mary Ann

New Roles for Women in Health Care Delivery.

California Univ., Los Angeles.

Spons Agency—National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.

Grant—PHS-HS-00098

Pub Date—76

Note—10p.; Paper presented at the International Conference on Women in Health Care (Washington, D. C., June 17, 1975)

Available from—NTIS; Price: PC A02/MF A01

Data Base ID—GRAI7822; HRP-0017565/3ST

Descriptors—*Citizen Role, Health Occupations, *Health Services, Medical Services, Role Models, Working Women

Identifiers—*Primex Project

Major role changes for women as providers and consumers of health care at all levels (home, school, and health care facilities) are advocated. The role of women in the health care system is reviewed. Specific and innovative roles for women are prescribed. It is felt that such changes must occur not only to further the cause of feminism but also to improve the outcome of health care services. The contribution of nurse practitioners to cure-oriented decision-making about treatment and management is discussed. Patient participation in health care is viewed as an important issue. It is stated that the continually reinforced concept that men are strong and domineering must be reexamined in the light of sex-specific mortality rates. Particular emphasis is placed on the need for role models to help women physicians and nurse practitioners learn to provide care for patients as equals, with a fundamental change in the balance of power between providers and consumers. A list of references is provided.

WE 004 782

Billingsley, Patricia A. Hudgens, Gerald A.

Human Performance: Sex Differences and the Influence of the Menstrual Cycle (A Selected Bibliography).

Human Engineering Labs., Aberdeen Proving Ground, Md.

Pub Date—May 78

Note—71p.; Report for 1930-77

Available from—NTIS; Price: PC A04/MF A01

Data Base ID—GRAI7822; AD-A056 799/0ST

Descriptors—Bibliographies, Cognitive Processes, *Performance Factors, Personality, Psychomotor Skills, Sex (Characteristics), Sex Differences

Identifiers—*Menstruation, Nontraditional Career Choice

The bibliography is a compilation of 640 references dealing with, or related to, the effects of sex differences and the menstrual cycle on human performance. The material is organized into six categories: An Overview of Sex Differences, Physiological Sex Differences, Sex Differences in Cognitive and Motor Skills, Sex Differences in Personality, Women in Non-Traditional Occupations, and Psychophysiology of the Menstrual Cycle. An index of first authors is included. The time period covered is roughly from the 1930s through mid-1977. (Author)

WE 004 783

Berger, Michael Wright, Larry

The Employment of Dual-Career Couples.

Georgia State Univ., Atlanta.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Report No.—DLETA-91-13-77-19-1

Contract—DL-91-13-77-19

Pub Date—77

Note—77p.

Available from—NTIS; Price: PC A04/MF A01

Data Base ID—GRAI7821; PB-282 970/3ST

Descriptors—Administrative Personnel, *Employer Attitudes, *Working Women

Identifiers—*Dual Career Family, *Sex Bias

This project investigated the responses of management executives in the Atlanta area to a series of employment simulations where sex and dual-career marital status of the applicants were manipulated. Of 400 questionnaires mailed out, 83 usable ones were returned. Statistical analysis of the data showed that executives in general rate males as more desirable as employees than females; persons in traditional single-employment marriages are given higher ratings than persons in dual-career marriages; and certain personal characteristics of executives such as number of dual-career couples they know, whether their spouses work, and size of their company, tended to predict their decisions on the simulations. It is concluded that bias against females and members of dual-career couples does exist in employment.

WE 004 784

Spencer, Dorothy E.

Toward the Army of the 1980s: A Study of Male Attitudes toward Women as Combatants.

Army Command and General Staff Coll., Fort Leavenworth, Kans.

Pub Date—9 Jun 78

Note—367p.; Master's Thesis

Available from—NTIS; Price: PC A16/MF A01

Data Base ID—GRAI7825; AD-A058 579/4ST

Descriptors—*Attitudes, Changing Attitudes, *Military Personnel, Military Service, Sex Stereotypes, Social Change

Identifiers—*Combat (Military)

This study reflects attitudes of students of the CGSC Class of 1978 toward the issue of women in combat. A sample of the class responded to 57 questions which included demographic discriminators, positive and negative social role perceptions, and personal assessments on hypothetical performance situations concerning women as combatants. This study examines the various relationships between contemporary and traditional mind-sets since they may influence future policy development. The degree of dependence varies among the major variables of social beliefs, gender role perceptions, mind-sets, and job appropriateness, in comparison to specific criterion items. This research is restricted to tests of the significance and strength of these interrelationships compared with their position along an attitude scale continuum.

WE 004 785

Billingsley, Patricia A. Johnson, Neil A.

Nonsexist Use of Language in Scientific and Technical Writing. Final Report.

Human Engineering Labs., Aberdeen Proving Ground, Md.

Report No.—HEL-TEM-21-78

Pub Date—Jul 78

Note—19p.

Available from—NTIS; Price: PC A02/MF A01

Data Base ID—GRAI7825; AD-A058 435/9ST

Descriptors—*Language Usage, Psycholinguistics, Sex Discrimination, *Technical Reports, Verbal Communication

Linguistic sexism in being confronted with increasing awareness by those who recognize its political and social implications. There are viable alternative words and phrases that can be substituted for those that tend to misrepresent or stereotype either sex. This report points out where changes need to be initiated and offers reasonable substitute wording that does not become clumsy or ridiculous. Such usage is especially important in scientific and technical writing where objectivity, accuracy, and attention to detail are critical. Besides the main body of the report, a reference list, a list of materials for further reading, and an appendix that deals with a genderist rating scheme for written or oral communication are included. (Author)

WE 004 786

Rutland, Charles Michael

A Comparative Analysis of the Relationship between Social Background Factors and Training Performance of Male and Female Security Specialists.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.

Report No.—AFIT-CI-78-68

Pub Date—78

Note—235p.

Available from—NTIS; Price: PC A11/MF A01

Data Base ID—GRAI7825; AD-A058 410/2ST

Descriptors—Comparative Analysis, Military Personnel, *Security Personnel, Sex Differences, *Social Factors, *Training, Working Women

This study was made to determine if female United States Air Force Security Specialists can perform as well in training as male Security Specialists. Information was obtained from various sources including California State University, Sacramento, library; California Highway Patrol; Federal Bureau of Investigation Academy library, The Urban Institute; The Police Foundation; The International Association of Chiefs of Police; The Brookings Institution; various USAF agencies; and, from interviews of numerous male and female Security Police. Certain background factors are related to training performance. The analyses of background factors did not indicate with consistency that one sex did better than the other in training performance.

WE 004 787

Shaw, Lois B.

Economic Consequences of Marital Disruption for Women in Their Middle Years. Special Report, 1967-1972.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Contract—DL-82-39-72-21

Pub Date—Jun 78

Note—32p.

Available from—NTIS; Price: PC A03/MF A01

Data Base ID—GRAI7826; PB-285 623/5ST

Descriptors—Divorce, *Economic Status, Heads of Households, Marital Status, Middle Aged, Widowed

Identifiers—*Displaced Homemakers

This study examines the economic situation of women whose marriages ended due to divorce, separation, or widowhood during their middle years. Most of these women had been married 10-20 years and had children at home when their marriages came to an end. The end of the marriage caused a marked decline in the average economic welfare of the families involved. About one quarter of white women and over half of black women were poor in the first few years following disruption. A smaller, but not inconsiderable, percentage of those who did not remarry remained poor over most of the seven years of the surveys. The majority who escaped from poverty did so primarily through their own earnings. The need for training programs for displaced homemakers is supported by these findings.

WE 004 788

Oregon Women at Work.

Oregon State Dept. of Employment, Salem. Research and Statistics Div.

Pub Date—77

Note—65p.

Available from—NTIS; Price: PC A04/MF A01

Data Base ID—GRAI7826; PB-285 445/3ST

Descriptors—*Attribution Theory, *Employment Patterns, *Working Women

Identifiers—*Oregon

This monograph reviews several topics on what has been learned about women and their participation in Oregon's labor market. Because Oregon data are not available for an adequate analysis on all topics, comparable U. S. data are frequently substituted. Out of research focused on women in the nation's labor force have grown two contending and somewhat opposite schools of thought to explain and to improve the status of women workers. The dual labor market theory and the human resources theory are summarized in the first chapter as a background for the analysis in the succeeding chapters.

WE 004 789

Palumbo, Francis B. Speedie, Stuart M. Leavitt, Dean E. Gregory, John

Pharmacy Manpower and Income in Maryland.

Maryland Univ., Baltimore. School of Pharmacy.

Journal Cit—Journal of the American Pharmaceutical Association; v17 Dec 77

Note—3p.

Data Base ID—GRAI7826; HRP-0024886/4ST

Descriptors—*Income, *Pharmacists, Professional Personnel, Salary Differentials, Working Women

Identifiers—*Maryland

The employment and salary status of male and female pharmacists in Maryland as of 1976 is assessed. Objectives of the study were to compare conditions of employment in various practice settings, to examine conditions and possible differences in employment based on sex and age, and to provide information to prospective University of Maryland School of Pharmacy applicants about practice conditions and opportunities for employment in pharmacy. Data were obtained from a questionnaire distributed to 2,500 alumni of the University of Maryland School of Pharmacy, with a response rate of 26% (647 usable questionnaires). The data indicated an increasing trend toward hospital practice, although income in this area was lower than in other types of practice. Eight percent of the 647 pharmacists were women. Women pharmacists were generally younger than male pharmacists and, for the most part, worked on a full-time basis. From age 30 up, male pharmacists earned more than female pharmacists of the same age. In the 20 to 39 year age group, only 18% of males were staff pharmacists, as compared to 45% of females. The overall median income of pharmacists was $21,522, with the median income for pharmacy owners being $26,571, for community pharmacy managers and hospital pharmacy directors $22,200, and for staff pharmacists $17,581. Income declined in the 50 years or older age group. Supporting tabular data are provided. The questionnaire is not included.

WE 004 790

Women in Arizona: 1975–1976. Report to Governor Raul H. Castro.
Pub Date—29 Jun 76
Note—107p.
Available from—NTIS; Price: PC A06/MF A01
Data Base ID—GRAI7721; PB-269 756/3ST
Descriptors—Advisory Committees, *Demography, Education, Employment, Organizations (Groups), Socioeconomic Status
Identifiers—*Arizona, *Status of Women

The Arizona Women's Commission was created by Executive Order No. 75-12 in September of 1975. The commission is a nonpartisan, multiracial, fact-finding body, charged with gathering and collating statistics relating to the equal treatment of women in all areas of their lives. The commission is study- and work-oriented, not a lobby group, but will be prepared to give expert testimony on request.

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Psychological Abstracts

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SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	
	Patty, Rosemarie A. Safford, Sharon F.	Author(s)
Title	**Motive to Avoid Success, Motive to Avoid Failure, State-Trait Anxiety, and Performance.**	
	Affil—Wake Forest Univ., Winston Salem, N.C.	Author's Institutional Affiliation
Publication Date	Pub Date—77	
Journal Citation	Journal Cit—Journal of Social Psychology; v101 n1 p59-67 February 1977	
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	Identifiers—*Fear of Success	Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)
Abstract	The State-Trait Anxiety Inventory (STAI), the Achievement Anxiety Test, and the Digit Span subscale of the WAIS were administered to 60 undergraduate females and 60 undergraduate males to investigate the effect of task difficulty and ambivalent achievement motives on state anxiety and performance. The interaction of task difficulty and ambivalent motives produced changes in state anxiety and performance among females, and in state anxiety but not in performance among males. For females, the relevant achievement motive was the motive to avoid success (MAS) and, for males, the motive to avoid failure (MAF). Intercorrelations between the MAS, MAF, facilitating test anxiety, and trait anxiety resulted in significant correlations between MAF and facilitating test anxiety for both males and females, and between trait anxiety and both MAF and facilitating test anxiety for females. (20 ref)	

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Psychological Abstracts

WE 004 791

Gottfredson, Gary D.
Career Stability and Redirection in Adulthood.
Affil—American Psychological Association, Washington, D.C.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Report No.—219
Pub Date—Nov 76
Note—31p.; Also cited in ABI/Inform, 77012423
Data Base ID—PAOCT77; 58-8468
Descriptors—Age Differences, *Career Change, Career Choice
Identifiers—*Occupational Stability

Examined are age trends in five-year career stability and change in an approximately 1-in-1,000 sample of 21- to 70-year-old female workers. Data on current occupation and occupation five years earlier were collected by the U. S. Census Bureau and reorganized for this study using J. L. Holland's (1973) occupational classification. Career stability increased with age for both sexes, and age differences persisted even when the analyses were restricted to occupation changers or socioeconomically mobile workers. People initially employed in consistent occupations were more stable than those initially employed in inconsistent occupations. Some kinds of mid-career redirection were more common than others. Suggestions for industrial and counseling application and implications for industrial and counseling application and implications for vocational theory are discussed. (3 1/2 pages of references)

WE 004 792

Jennings, Sally A.
Effects of Sex Typing in Children's Stories on Preference and Recall.
Affil—Missouri Univ., Columbia.
Journal Cit—Child Development; v46 n1 p220-23 Mar 75
Data Base ID—PAMAY77; 57-1008
Descriptors—Preschool Children, *Recall (Psychological), *Sex Stereotypes, Story Reading
Identifiers—*Preferences

Thirty-two preschool boys and 32 girls heard two stories about either a same- or opposite-sex character. A significant number of subjects preferred the story where the character displayed accurate behavior for the sex. Higher mean scores for recall were recorded for the story where the character's sex role was atypical. The scores were significant for both male and female subjects.

WE 004 793

Williamson, Robert C.
Variables in Adjustment and Life Goals among High School Students.
Affil—Lehigh Univ., Bethlehem, Pa.
Journal Cit—Adolescence; v12 n46 p213-25 Sum 77
Data Base ID—PAMAY78; 59-11111
Descriptors—*Adjustment (to Environment), *Cultural Factors, High School Students, *Maturation, Peer Acceptance, School Size, Sex Differences

Studied were 2,431 students in five types of high schools (ghetto or inner city, middle-class, suburban, middle-size city, and semirural) to determine how the subcultural roles of the student would affect his/her adjustment, social participation, and sense of school belongingness. All subjects completed a 57-item anonymous self-administered questionnaire. Particular attention in the study was given to the subcultural factors sex, age, curriculum, social class, ethnicity, and type of school. Results show the following: 1) Females were more favorably adjusted to the school than males. 2) The progression from 10th to 12th grade implied a movement away from home and school and a movement toward the peer group, as well as sharpened interest in a future occupational role. 3) The curricular track system was a major influence in subjects' values and attitudes, partly because it intermeshed with the impact of family and social class, yet was sensitive to the peer network. 4) Commitment to the school, though greater in the middle-size city schools than the semirural schools, was not markedly different between the five areas.

WE 004 794

Wijting, Jan P. Arnold, Carole R. Conrad, Kelley A.
Relationships between Work Values, Socio–Educational and Work Experiences, and Vocational Aspirations of 6th, 9th, 10th, and 12th Graders.
Affil—New York Univ., N.Y.
Journal Cit—Journal of Vocational Behavior; v11 n1 p51-65 Aug 77
Data Base ID—PAMAY78; 59-11110
Descriptors—Age Differences, Education, Elementary School Students, High School Students, Occupational Aspiration, Sex Differences, *Values, *Work Attitudes, Work Experience

Using a cross-sectional design and canonical regression analysis, the differential relationships between work values and social, educational, and occupational experiences and aspirations were examined for boys and girls in grades 6, 9, 10, and 12 (1,402 subjects). The Survey of Work Values and a biographical questionnaire were administered. Support was found for predicted differences in work-values correlates across grades and between sexes. The experiences and aspirations studied generally correlated positively with an intrinsic value pattern for girls rather than boys. Discussion focuses on possible determinants of sex-related differences in the patterning and correlates of work values.

WE 004 795

Gibbons, Patricia A. Kopelman, Richard E.
Maternal Employment as a Determinant of Fear of Success in Females.
Affil—City Univ. of New York, N.Y. Bernard Baruch Coll.
Journal Cit—Psychological Reports; v40 n3, part 2 p1200-02 Jun 77
Data Base ID—PAMAY78; 59-11050
Descriptors—*Fear of Success, High School Students, Mothers, Parochial Schools, Public Schools, *Working Parents

Fear of success was measured in 83 female high school seniors using L. R. Good and K. C. Good's 29-item true-false questionnaire and M. S. Horner's projective cue. It was hypothesized that: 1) Daughters of working mothers would exhibit lower fear of success than daughters of nonworking mothers. 2) Such fear would be affected by three aspects of maternal employment–level, duration, and volitionality. 3) Fear of success would be greater among parochial than among public school females. Results support hypotheses 1 and 3 and partially support 2.

WE 004 796

Doyle, James A. Shahade, Robert
College Males' Academic Field and Attitudes toward Women.
Affil—Saint Francis Coll., Fort Wayne, Ind.
Journal Cit—Psychological Reports; v40 n3, part 2 p1089-90 Jun 77
Data Base ID—PAMAY78; 59-11038
Descriptors—*College Majors, College Students, Males
Identifiers—*Sex Role Attitudes

Investigated was the relation between college major (social sciences or business administration) and attitudes toward women. Two groups, each containing 40 juniors or seniors, were given Spence and Helmreich's Attitudes Toward Women Scale. The social science group was significantly more liberal in its attitudes. Further research is suggested on college students' attitudes and their choice of study.

WE 004 797

Horwitz, Allan
The Pathways into Psychiatric Treatment: Some Differences between Men and Women.
Affil—Rutgers, The State Univ., New Brunswick, N.J.
Journal Cit—Journal of Health and Social Behavior; v18 n2 p169-78 Jun 77
Note—Also cited in Sociological Abstracts, 78J1369
Data Base ID—PAMAY78; 59-10519
Descriptors—*Psychiatric Services, Sex Differences
Identifiers—*Help Seeking Behavior

Tested were several hypotheses on the different pathways through which men and women enter psychiatric treatment. Women in treatment should have been more likely than men to recognize perceived psychiatric problems, to discuss these problems with other people, and to enter treatment voluntarily. Data from interviews with 120 outpatients and short-term inpatients (white, lower-middle class, married at least once, and entering psychiatric treatment for the first time) at a community mental health center are consistent with each hypothesis. Several implications of the findings for theories of help-seeking behavior and social control are discussed. It is suggested that the study of help-seeking behavior can shed important light on sex role factors shaping the response to psychiatric problems. (42 ref)

WE 004 798

Jando, Louis H. Rimm, David C.
Type of Situation and Sex of Counselor in Assertive Training.
Affil—Old Dominion Univ., Norfolk, Va.
Journal Cit—Journal of Counseling Psychology; v24 n5 p444-47 Sep 77
Note—Also cited in Current Index to Journals in Education, EJ 167 351
Data Base ID—PAMAY78; 59-10427
Descriptors—Communication (Thought Transfer), *Counselor Characteristics, Group Counseling

Identifiers—*Assertiveness Training

Thirty female undergraduates were given training in making complaints, small talk, and saying no to unreasonable requests. Significant improvement occurred in all three areas; however, there was significantly more improvement for making complaints than for saying no to unreasonable requests. Subjects seen by a male counselor changed significantly more than subjects seen by a female counselor. (15 ref)

WE 004 799

Tudor, William Tudor, Jeannette F. Gove, Walter R.

The Effect of Sex Role Differences on the Social Control of Mental Illness.

Affil—Mount Hood Community Coll., Gresham, Oreg.

Journal Cit—Journal of Health and Social Behavior; v18 n2 p98-112 Jun 77

Note—Also cited in Sociological Abstracts, 78J1386

Data Base ID—PAMAY78; 59-10042

Descriptors—*Mental Illness, Psychiatric Services, *Role Perception, Sex Differences, *Social Influences

Identifiers—*Sex Role Attitudes

It is argued that, as compared to females, the role expectations for males are less tolerant of the behavior associated with mental illness, and the mentally ill males will experience a more prompt and severe reaction than mentally ill females. A large body of literature and national data on treatment of persons aged 18 years and older in 1967 indicates that psychotic males are channeled into psychiatric treatment more promptly and tend to have a longer stay in mental hospitals than psychotic females. In contrast, neurotic males and females, whose treatment is almost always self-initiated, tend to enter treatment at the same time; however, once in treatment, neurotic males tend to experience a more prolonged hospitalization. These relationships run counter to one of labeling theory's basic propositions, namely, that persons of low status and little power are more likely to be labeled deviant, while at the same time they demonstrate that social factors play an important role in determining how deviant behavior is reacted to. (55 ref)

WE 004 800

Hall, James R. Beil-Warner, Diana

Ordinal Position, Family Size, and Assertiveness.

Affil—Albuquerque Univ., N. Mex.

Journal Cit—Psychological Reports; v40 n3, part 2 p1083-88 Jun 77

Data Base ID—PAMAY78; 59-9935

Descriptors—*Assertiveness, *Birth Order, College Students, Sex Differences

Identifiers—*Family Size

Investigated was the relationship between birth order, family size, and assertiveness in 140 college students. No significant differences on assertiveness (College Self-Expression Scale) among the males categorized for birth order and family size were found. Female firstborns and females from families with three or fewer siblings were significantly higher in assertiveness scores than laterborn females and females from larger families. Sex role identification stressing assertiveness is used to explain lack of differences among males. The newer emphasis on sex roles stressing achievement and assertive behavior is a possible explanation of differences among females. (20 ref)

WE 004 801

Fogg, Mary E. Kohaut, Susan M. Gayton, William F.

Hopelessness and Locus of Control.

Affil—United States International Univ., San Diego, Calif.

Journal Cit—Psychological Reports; v40 n3, part 2 p1070 Jun 77

Data Base ID—PAMAY78; 59-9931

Descriptors—College Students, *Depression (Psychology), *Locus of Control, Sex Differences

Beck's Hopelessness Scale and Rotter's Internal-External Locus of Control Scale were administered to 43 female and 30 male undergraduates. Pearson product-moment correlations were significant only for males, consistent with previous research which has found a stronger relationship between locus of control and depression for males than females.

WE 004 802

Kahn, Arnold McGaughey, Timothy A.

Distance and Liking: When Moving Close Produces Increased Liking.

Affil—Iowa State Univ. of Science and Technology, Ames.

Journal Cit—Sociometry; v40 n2 p138-44 Jun 77

Data Base ID—PAMAY78; 59-9891

Descriptors—*Interpersonal Attraction, Sex Differences

Identifiers—*Personal Space

The proximity-attraction relationship appears well-established from observational and nonencounter research; however, when distance has been experimentally manipulated and attraction measured as the dependent variable, the relationship has not been obtained. Procedural ambiguities, which have been present in past research, were eliminated in the present study with 44 female and 44 male undergraduates. Specifically, two confederates, one who on two separate occasions approached close and one who on two separate occasions stayed at a far distance, were used. In addition, other intimacy cues were held constant across proximity conditions, and sex of subject and sex of confederate were manipulated. A significant main effect for proximity revealed that under these conditions, attraction could be determined by proximity manipulations. However, a significant sex of subject by sex of confederate by proximity interaction showed that the distance-attraction relationship held only for cross-sex pairs. Sex differences in the responsiveness to proximity suggested that the meaning of physical distance, and support for the proximity-attraction relationship, will vary with the meaning attributed to proximity. (24 ref)

WE 004 803

Skotko, Vincent P. Langmeyer, Daniel

The Effects of Interaction Distance and Gender on Self-Disclosure in the Dyad.

Affil—Humboldt State Univ., Berlin (German Democratic Republic).

Journal Cit—Sociometry; v40 n2 p178-82 Jun 77

Data Base ID—PAMAY78; 59-9871

Descriptors—College Students, Sex Differences

Identifiers—*Oral Communication, Personal Space, *Self Disclosure

The effects of interaction distance and gender of dyad on intimacy and self-disclosure were studied by assigning 108 male and female undergraduates to same-gender dyads interacting at 2, 4, or 10 feet. Subjects were asked to converse about six topics, five of which were selected as having moderate intimacy value. Conversations were tape recorded, and several measures of self-disclosure were obtained from the tapes, from judges' ratings of the conversations, and from subjects' self-reports. For the behavioral, judged, and self-reported measures of intimacy and self-disclosure, males tended to increase their intimacy rather dramatically as the interaction distance increased, while females evidenced slightly decreasing intimacy as the interaction distance increased. Main effects for interaction distance were found for self-reports of closeness and tension only.

WE 004 804

Steinmann, Anne

Studies in Male-Female Sex Role Identification.

Affil—Postgraduate Center for Mental Health, New York, N.Y.

Journal Cit—Psychotherapy: Theory, Research and Practice; v12 n4 p412-17 Win 75

Data Base ID—PAMAY78; 59-9815

Descriptors—Self Concept, Sex Differences, *Sex Role

Identifiers—Femininity, Masculinity, *Sex Identity

Briefly reviewed are studies of sex role problems of males and females. Both sexes see a conflict between self-perception and wants vs. what a member of the opposite sex is perceived as wanting. Inventories of feminine and masculine values are described which assess the comparative importance given to personal achievements and to the interests of spouse and family. Case studies illustrate how the inventories can be helpful in individual and marital therapy.

WE 004 805

Salwen, Laura H.

New Conflicts for the New Woman.

Affil—Boston Univ., Mass. School of Medicine.

Journal Cit—Psychotherapy: Theory, Research and Practice; v12 n4 p429-32 Win 75

Data Base ID—PAMAY78; 59-9812

Descriptors—*Role Conflict, Self Concept, *Sex Role

Identifiers—*Single Women

Areas of psychological conflict in unmarried, educated female clients 20-30 years old are described from clinical observations. It is suggested that such conflict is the result of the presence of competing female role choices made explicit by the women's movement. Conflict areas discussed are the idealized relationship with a man, sexual relations with men, dependency behavior toward men and women, grooming, and the idealized self. Implications for "diagnosis" and therapeutic intervention are examined.

WE 004 806

Meredith, Gerald M. Ching, Donna R.

Marriage-Role Attitudes among Japanese-American and Caucasian-American College Students.

Affil—Hawaii Univ., Honolulu.

Journal Cit—Psychological Reports; v40 n3, part 2 p1285-86 Jun 77

Data Base ID—PAMAY78; 59-9786

Descriptors—Attitudes, Caucasians, College Students, Cross Cultural Studies, Japanese Americans, *Marriage, *Role Perception, Sex Differences

The study attempted to replicate an earlier study of marriage role attitudes among Japanese-American and Caucasian-American college students in Hawaii for 41 third generation Japanese Americans and 31 Caucasian Americans enrolled in human development courses. Attitudes toward marriage roles on the 28-item Jacobson scale indicated sex differences but nonsignificant ethnic effects and no interactions.

WE 004 807

Samuels, Douglas D. Griffore, Robert J.

Correlations between Preschoolers' Self-Esteem and Mothers' Educational Attainment.

Affil—State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.

Journal Cit—Psychological Reports; v40 n3, part 2 p1154 Jun 77

Data Base ID—PAMAY78; 59-9730

Descriptors—*Mothers, *Parental Background, Preschool Children, *Self Esteem, Sex Differences

Twelve male and 12 female female Head Start children's scores were obtained on the Purdue Self-Concept Scale for Preschool Children, and their mothers reported the grade level of their own educational attainment. When these two variables were correlated, Pearsonian correlations of .58 for males,

.77 for females, and .57 across all children were obtained.

WE 004 808

Okun, Morris A. Siegler, Ilene C. George, Linda K.

Sex Differences in Serial Learning for Aged Persons with High Verbal Ability.

Affil—Arizona State Univ., Tempe. Center for Higher and Adult Education.

Journal Cit—Experimental Aging Research; v3 n2 p165-69 Mar 77

Data Base ID—PAMAY78; 59-9679

Descriptors—*Cognitive Processes, Older Adults, *Rote Learning, Sex Differences, *Verbal Ability

Examined was serial rote learning in 11 male and 11 female 60- to 74-year-old paid volunteers with high verbal ability (according to scores on the National Center for Health Statistics Vocabulary Test). Using a five-second exposure rate, subjects were presented lists of 14 words. Results show there were no sex differences in total errors, commission errors, or omissions errors. Results are in accord with the findings of F. L. Wilkie and C. Eisdorfer (1977) and suggest that high verbal ability may, in part, mediate sex differences in serial learning.

WE 004 809

Bergman, Lars R.

Sex Differences in Intellectual Development: Are Boys More Vulnerable? Reports from the Psychological Laboratories, University of Stockholm, No. 417.

Affil—Stockholm Univ. (Sweden).

Pub Date—Jul 74

Note—12p.

Data Base ID—PAMAY78; 59-9634

Descriptors—Elementary School Students, *Intellectual Development, Sex Differences

Sex differences in intellectual development between the ages of 10 and 13 years in 350 boys and 370 girls were studied. Subjects were evaluated in third and sixth grade and were divided into four groups according to adverse environmental influences during that period–1) classroom changes, 2) loss of father, 3) long absence from school due to illness, and 4) none (normal). It was hypothesized that if intellectual development were impaired, it would be more pronounced for boys. Intelligence test and achievement test data, collected in a previous study of this population by D. Magnusson et al (1972), were reanalyzed. Results show that as compared to group 4, boys in group 2 were significantly impaired. This groups, however, was quite small. No significant impairment was found for girls or for groups 1 and 3. Sex differences in intellectual development were found in group 4, which complicated between-sex comparisons for the other groups. A discussion of methodological problems in studying sex differences in intellectual development is presented. (20 ref)

WE 004 810

Vacanti, John M. Hamm, Norman H. Cammeron, Susan A. Peterson, Cindy

Sex Differences in Encoding Strategies for Active and Passive Words.

Affil—Nebraska Univ., Omaha.

Journal Cit—Psychological Reports; v40 n3, part 2 p1043-48 Jun 77

Data Base ID—PAMAY78; 59-9320

Descriptors—College Students, *Recall (Psychological), Semantics, Sex Differences, *Verbal Ability

It was hypothesized that males would recall more active words on a semantic differential, while females would recall more passive words than males. Two verbal recall techniques, an associative clustering and proactive task, were given to 104 undergraduates in two experiments. Data confirm the hypothesis for females only. Results suggest a significant cognitive difference between the sexes in the organization and storage of passive but not active words.

WE 004 811

Kaufman, Alan S. Daramola, S. Feyisara DiCuio, Robert F.

Interpretation of the Separate WPPSI Tests for Boys and Girls at Three Age Levels.

Affil—Georgia Univ., Athens.

Journal Cit—Contemporary Educational Psychology; v2 n3 p232-38 Jul 77

Data Base ID—PAMAY78; 59-9130

Descriptors—*Intelligence Tests, *Item Analysis, *Test Bias, *Test Interpretation

Identifiers—*Wechsler Preschool Primary Scale of Intelligence

The aim was to aid the clinician's interpretation of the six verbal and five performance tests constituting the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). The WPPSI standardization sample of 1,200 children provided the data source. Analyses were conducted for separate groups of boys and girls at ages 4 to 4 1/2, 5 to 5 1/2, and 6 to 6 1/2 to determine the amount of specificity (reliable unique variance) for each test. Test specificity provides empirical evidence either for or against interpreting the specific traits or abilities that are presumed to be measured by a particular test. Most WPPSI tests were found to have enough specificity to warrant specific clinical interpretation for boys and girls across the age range. Clinical implications are discussed.

WE 004 812

Bedeian, Arthur G. Zmud, Robert W.

Some Evidence Relating to Convergent Validity of Form B of Coopersmith's Self-Esteem Inventory.

Affil—Auburn Univ., Ala.

Journal Cit—Psychological Reports; v40 n3, part 1 p725-26 Jun 77

Data Base ID—PAMAY78; 59-9103

Descriptors—College Students, Self Concept Tests, *Self Esteem, Sex Differences, *Test Validity

Identifiers—*Coopersmith Self Esteem Inventory Form B

The convergent validity of the recently developed short form of the Self-Esteem Inventory was examined. The inventory and the Adjective Check List (ACL) were administered to 172 male and 85 female university students. Correlations of scores on the inventory and the ACL scales for self-confidence, exhibition, and change displayed a mixed pattern. All three ACL scales were significantly related to the inventory for males, but only the exhibition scale was significantly related for females. In all instances, the correlations were low, or at best moderate. Findings are not interpreted as demonstrating strong support for the convergent validity of the inventory.

WE 004 813

Arvey, Richard D. Passino, Emily M. Lounsbury, John W.

Job Analysis Results as Influenced by Sex of Incumbent and Sex of Analyst.

Affil—Tennessee Univ., Knoxville. Stokely Management Center.

Journal Cit—Journal of Applied Psychology; v62 n4 p411-16 Aug 77

Data Base ID—PAMAY78; 59-11239

Descriptors—Clerical Occupations, College Students, *Job Analysis, Sex Differences

Identifiers—*Sex Bias, *Sex Role Stereotypes

Twenty-two male and 35 female undergraduate and first-year graduate students were given preliminary training on the use of the Position Analysis Questionnaire (PAQ). Subsequently, they used this job analysis instrument to rate the job of administrative assistant presented through a verbal narrative and color slide stimulus format. While all other factors remained constant in the job stimulus conditions depicted, sex of the job incumbent was manipulated by using male and female figures matched on attractiveness and voice quality. ANOVA results indicate that although sex of the job incumbent did not influence the PAQ scores, sex of the analyst showed a marginal but consistent effect. Female analysts gave relatively lower PAQ scores to the job than male analysts across 22 PAQ job dimensions regardless of the sex of the job incumbent. Adjective Check List scores had no consistent effect on PAQ dimensions. The need for replication is stressed. (25 ref)

WE 004 814

Cater, Libby A. Scott, Anne F. Martyna, Wendy

Women and Men: Changing Roles, Relationships, and Perceptions.

Affil—Aspen Inst. for Humanistic Studies, Palo Alto, Calif.

Pub Date—77

Note—270p.

Available from—Praeger Publishers, Inc., 383 Madison Ave., New York, N.Y. 10017

Data Base ID—PAMAY78; 59-9805

Descriptors—Cultural Factors, Employment, *Individual Power, Interpersonal Relationship, Mental Health, Politics, *Sex Role

Presented is a collection of discussion transcripts and papers presented at the August 1975 Aspen Institute for Humanistic Studies Workshop on Men and Women. Discussions focus on issues related to women, power, and politics; women and the world of work; and sex roles and cultural symbolism. The papers examine such topics as the family and gender roles in historical perspective; women, men, and mental health; and the psychology of sex roles.

WE 004 815

Robertson, Dan H. Hackett, Donald W.

Saleswomen: Perceptions, Problems and Prospects.

Affil—Georgia State Univ., Atlanta.

Journal Cit—Journal of Marketing; v41 n3 p66-71 Jul 77

Data Base ID—PAAUG78; 60-4187

Descriptors—Job Training, *Sales Workers, Sex Stereotypes, Working Women

Identifiers—*Sex Bias, *Supervisor Attitudes

Three research questions are explored: 1) How do sales managers perceive saleswomen? 2) How do salesmen perceive saleswomen? 3) How do saleswomen view themselves vis-a-vis their male counterparts? Data were obtained from 249 sales managers and 111 sales personnel. To eliminate discrimination, sales executives must reexamine their own attitudes toward women in sales, look at the actual data, and provide women with sales training required to perform the sales role successfully.

WE 004 816

Harris, Mary B.

The Effects of Gender, Masculinity-Femininity and Trait Favorability on Evaluations of Students.

Affil—New Mexico Univ., Albuquerque.

Journal Cit—Contemporary Educational Psychology; v2 n4 p353-63 Oct 77

Data Base ID—PAAUG78; 60-3846

Descriptors—*Attribution Theory, College Students, Individual Characteristics, Sex Differences

Identifiers—Femininity, Masculinity, *Sex Role Stereotypes

To test whether sex role stereotypes are caused by gender per se or by assumptions that favorable or unfavorable masculine or feminine traits are associated with gender, 27 male and 27 female college students were asked to read and evaluate fictitious descriptions of high school students. These descriptions varied with respect to gender of the fictitious student and the masculinity-femininity and favorability of the adjectives used to describe him or her. Ratings of the subjects on the masculine-feminine dimension indicated a successful manipulation; those on the other dependent variables indicated that few effects due solely to sex of subject or sex of student described were found. Students with favorable traits were rated more highly on all variables, and those with masculine traits were expected to get higher grades, do better in college, and be more intelligent but to be liked less well by teachers and cause more trouble than those with feminine traits. Tendencies to have more positive expectations for opposite sex students and to see masculine males as more popular were also found. Apparently gender has less effect on evaluations than does either masculinity or trait favorability. (21 ref)

WE 004 817

Festinger, Trudy B.   Bounds, Rebecca L.

Sex-Role Stereotyping: A Research Note.

Affil—New York Univ., N.Y. School of Social Work.

Journal Cit—Social Work; v22 n4 p314-15 Jul 77

Data Base ID—PAAUG78; 60-3781

Descriptors—*College Majors, Graduate Students, *Social Workers, *Stereotypes

Identifiers—*Sex Role Stereotypes

It is suggested that the conclusions of L. H. Harris and M. E. Lucas (see PA, Vol 57:3136) that social work students do not have pronounced sex role stereotypes are unwarranted. Data collected by the present authors from 126 social work graduate students suggested that such students held strong stereotypes about sex roles.

WE 004 818

Lavoie, Dina

The Phenomenological Transformation of the Self-Concept towards Self-Actualization through Sensitivity Training Laboratory.

Affil—Ateneo de Manila Univ., Quezon City (Philippines).

Journal Cit—Philippine Journal of Psychology; v7-8 p3-12 74-75

Data Base ID—PAAUG78; 60-3503

Descriptors—College Students, Nuns, *Self Actualization, Self Concept, *Sensitivity Training, Women Teachers

Tested were three hypotheses: 1) Subjects' self-concept would be phenomenologically transformed toward self-actualization as a result of a weekend sensitivity (ST) experience. 2) The change would be significantly greater than that experienced as a result of a simple live-in togetherness (LT) experience. 3) The change would be permanent, and older subjects would show greater changes than younger subjects. Thirty female college seniors, 30 female teachers, and 30 nuns who volunteered for an experimental weekend served as subjects. Each group was divided into three subgroups-an ST group, an LT group, and a control group. Subjects were administered a battery of personality measures, including the 16 PF and the Personal Orientation Inventory. Results of pre-posttesting confirm hypotheses 1 and 2. Results also show that the self-concept change did not demonstrate permanence and that, contrary to expectations, the older teachers' group showed less transformation than the other two groups. (19 ref)

WE 004 819

Heyman, Steven R.

Dogmatism, Hostility, Aggression, and Gender Roles.

Affil—Kansas Univ., Lawrence.

Journal Cit—Journal of Clinical Psychology; v33 n3 p694-98 Jul 77

Data Base ID—PAAUG78; 60-3110

Descriptors—*Aggression, College Students, *Dogmatism, *Hostility, Psychological Patterns, Sex Differences

Studied were the relationships between dogmatism, hostility, and aggression for males and females. Subjects were 74 male and 109 female college students, who were administered the Rokeach Dogmatism Scale, Buss-Durkee Hostility-Guilt Inventory, Megargee Overcontrolled Hostility Inventory, Grough-Sanford Rigidity Scale, and Marlowe-Crowne Social Desirability Scale. Significant positive relationships were found between dogmatism and hostility for both males and females. This confirmed theoretical formulations that postulated the more dogmatic to be pervasively hostile, rather than limited to directed expressions of hostility such as prejudice. Only for males, however, was a significant negative relationship between dogmatism and the overcontrolling of hostility found. In this and other relationships, males appeared to be more able to integrate aggressive behaviors into personality patterns. While dogmatism related to several personality patterns, it had no relationship to social desirability. Rigidity and dogmatism presented essentially different personality constellations. Feelings of guilt were related significantly to disaffected patterns such as dogmatism, hostility, and aggression, which suggests a turning inward of feelings of anger and disappointment in addition to their outward expression.

WE 004 820

Fugita, Stephen S.   Panek, Paul E.   Balascoe, Les L.   Newman, Isadore

Attractiveness, Level of Accomplishment, Sex of Rater, and the Evaluation of Feminine Competence.

Affil—Akron Univ., Ohio.

Journal Cit—Representative Research in Social Psychology; v8 n1 p1-11 77

Data Base ID—PAAUG78; 60-3069

Descriptors—*Achievement Rating, College Students, Composition (Literary), *Evaluation, Physical Characteristics, Sex Differences

Identifiers—*Sex Bias

Two studies were conducted, one methodological, the other substantive, that focused on factors that may affect the evaluation of feminine competence. In experiment I, 18 male and 14 female undergraduates were asked to rate two essays which were shortened versions of those originally used by P. Goldberg (1968). A test-retest r, Cronbach's alpha, factor analysis, and other analyses suggested improvements in Goldberg's commonly-used feminine competence scale and general procedure. Experiment II, utilizing an improved feminine competence scale with 72 male and 72 female subjects, demonstrated that both male and female evaluators rated essays purportedly written by a highly attractive female more competent than identical essays written by an average attractiveness female. Level of accomplishment did not interact with attractiveness as predicted. Females, in comparison to males, tended to rate the work of other females higher. More detailed analyses suggested, however, that these effects were found only when the female writer was writing about a male-associated field. Tentative hypotheses are proposed for this conceptually interesting but unexpected finding. (24 ref)

WE 004 821

Forsyth, Donelson R.   Schlenker, Barry R.

Attributional Egocentrism Following Performance of a Competitive Task.

Affil—Florida Univ., Gainesville.

Journal Cit—Journal of Social Psychology; v102 n2 p215-22 Aug 77

Data Base ID—PAAUG78; 60-3066

Descriptors—*Athletes, *Attribution Theory, Competition, *Locus of Control, Sex Differences, *Success Factors, Task Performance

A field study questionnaire examined the attributional patterns of 104 male and 18 female 11- to 58-year-old subjects who previously had won or lost tennis matches. Consistent with laboratory findings of attributional egocentrism, winning as compared to losing subjects attributed their performance more to internal facilitating factors (personal effort and ability) and less to internal debilitating factors (e.g., lack of practice). Females took greater personal responsibility for a win than a loss, but also denied total responsibility by emphasizing the importance of luck more after a win than a loss, suggesting a "fear of success" conflict. Males, on the other hand, employed less direct modes to achieve accountability for success and unaccountability for failure.

WE 004 822

Lindskold, Svenn   McElwain, Douglas C.   Wanyer, Marc

Cooperation and the Use of Coercion by Groups and Individuals.

Affil—Ohio Univ., Athens.

Journal Cit—Journal of Conflict Resolution; v21 n3 p531-50 Sep 77

Data Base ID—PAAUG78; 60-3042

Descriptors—College Students, *Competition, *Cooperation, *Group Behavior, *Individual Characteristics, Sex Differences, Social Behavior

Two experiments were conducted with 183 male and 184 female undergraduates in which subjects, either as individuals or as groups, participated in a Prisoner's Dilemma and could communicate either threats of punishment for target noncooperation or promises of their own cooperation. In experiment I, they opposed a live target; in experiment II, they opposed a simulated target who was either cooperative or competitive in response to the subjects' messages. Overall results show that groups more strongly preferred the use of threats than did individuals. Groups were more competitive than individuals at the outset in both experiments; in experiment II, the difference was found consistently on the message-related trials. In experiment II, there was also a series of interactions generally showing that individual women opposing a cooperative target were most cooperative and conciliatory, while men in groups opposing a competitive target were most competitive and coercive. Postexperimental ratings of the simulated target indicated a polarization of impressions in the groups. Women targets in experiment I were more cooperative against individuals than against groups; there was no difference for men. Targets opposing groups rated the opponent as less likable and less credible than targets opposing individuals. (16 ref)

WE 004 823

Ingram, Barbara L.   Berger, Stephen E.

Sex-Role Orientation, Defensiveness, and Competitiveness in Women.

Affil—University of Southern California, Los Angeles. Psychological Research and Service Center.

Journal Cit—Journal of Conflict Resolution; v21 n3 p501-18 Sep 77

Data Base ID—PAAUG78; 60-3035

Descriptors—College Students, *Sex Role, Social Behavior

Identifiers—*Competitiveness, *Defensiveness, *Sex Identity

Examined are the relationships of sex role orientation and defensiveness to competitive behavior during Prisoner's Dilemma game (PDG) playing. Fifty-seven female university students of differing sex role orientations (French and Lesser Student Attitude Scale) and levels of defensiveness (Marlowe-Crowne Social Desirability Scale) played a PDG with a woman identified as either traditionally or career-oriented, but who was actually a confederate using a nonresponsive 60% cooperative strategy. To facilitate avoidance of competition, matrix values minimized the pull toward defection, and a third self-protective choice was provided as an alternative to unilateral cooperative sacrifice. Results show that subjects rejecting the traditional feminine role consistently avoided competition, regardless of their level of defensiveness, and particularly when the other was similar in orientation. For subjects endorsing both traditional and career values, low defensiveness corresponded with avoidance of competition, while high defensiveness corresponded with competitive behavior similar to that of traditionally-oriented women. Both sex role orientation and defensiveness demonstrated their usefulness as individual difference dimensions affecting the behavior of women in the PDG. (40 ref)

WE 004 824

Austin, William   McGinn, Neil C.

Sex Differences in Choice of Distribution Rules.

Affil—Virginia Univ., Charlottesville.

Journal Cit—Journal of Personality; v45 n3 p379-94 Sep 77

Data Base ID—PAAUG78; 60-3026

Descriptors—*Administrative Policy, College Students, *Justice, *Motivation, *Resource Allocations, Sex Differences

The relationship between sex, rule preference, and the motivation for choosing a distribution rule was studied. Social motivations for allocation decisions were assessed with questionnaires and inferences drawn from the allocations in light of the characteristics of the person with whom the subject expected to interact. Sixty male and 60 female undergraduates were placed in the role of third-party allocators and paid a uniform rate for allocating rewards between two other participants. Subjects received information on task performance for the two other persons and expected or did not expect to interact with a high or low performer. Results include the following points: 1) Males strictly followed a merit rule when it maximized a fellow subject's outcomes or when concern over social interaction was minimal and rule choice reflected an abstract preference for one principle of justice over another; females closely aligned themselves with the merit principle only when the social setting demanded it; and in the abstract, they compromised between merit and equality. 2) Sex differences in third-party allocation behavior emerged only when future interaction was unlikely. 3) Males reported a greater sensitivity to interpersonal costs (e.g., avoiding conflict) surrounding allocation decisions, while females showed a greater responsiveness to interpersonal rewards (e.g., promoting friendliness). 4) The distribution rules of proportional merit, equality, and a compromise between them were seen as equally fair by the subjects. (33 ref)

WE 004 825

McCall, Suzanne H.

Meet the "Workwife.".

Affil—East Texas State Univ., Commerce.

Journal Cit—Journal of Marketing; v41 n3 p55-65 Jul 77

Data Base ID—PAAUG78; 60-2971

Descriptors—*Role Perception, *Working Women

Identifiers—*Married Women

This article applies the term "workwife" to the woman who combines two major societal roles, being a housewife and working outside the home, thus creating a new life style that has revolutionary implications for marketing. There is evidence that the workwife is seeking individualism and personal identity, accepts leisure time for pleasure (renouncing the Protestant Ethic), is better educated than nonworking women, and identifies with a new role model.

WE 004 826

James, W. F.   James, Pauline M.   Walker, Edgar

Some Problems of Sexual Growth in Adolescent Underprivileged Unwed Black Girls.

Affil—Meharry Medical Coll., Nashville, Tenn.

Journal Cit—Journal of the National Medical Association; v69 n9 p631-33 Sep 77

Data Base ID—PAAUG78; 60-2970

Descriptors—Adolescents, *Black Youth, Contraception, Disadvantaged Groups, Hygiene, *Sex Education, Sexuality, Single Students

Results of a study with 370 adolescent black girls indicate that there is a need for 1) the nonwed adolescent whose sexual behavior exposes her to possible conception to have ready access to the most effective method of contraception, and 2) the establishment of meaningful sex education programs for all age levels, from kindergarten through college. A frequent complaint of the subjects was that there was a lack of education regarding contraception, sexuality, personal hygiene, and human reproduction.

WE 004 827

Haskell, Samuel D.

Desired Family–Size Correlates for Single Undergraduates.

Affil—Tennessee Univ., Knoxville.

Journal Cit—Psychology of Women Quarterly; v2 n1 p5-15 Fall 77

Data Base ID—PAAUG78; 60-2923

Descriptors—College Students, Demography, *Predictor Variables, Psychological Patterns, Religious Factors, Sex Differences, Single Students, Social Influences

Identifiers—*Family Size, *Sex Role Attitudes

One hundred fifteen male and 105 female Protestant, Caucasian undergraduates were tested to find correlates of and to compare social-psychological to demographic variables in predicting subjects' desired family sizes. A large battery of measures included Rotter's Internal-External Locus of Control Scale, Marlowe-Crowne Social Desirability Scale, and scales from the Iowa Picture Interpretation Test and the IPAT Anxiety Scale Questionnaire. Men had a mean desired family size of 2.04 children and women, 1.91 children. Women seemed more accepting of childless families than men, perhaps perceiving new attractiveness in careers. Men and women wanting small families were less religious and from smaller families. These men were more anxious and lower in need achievement, and the women had a less traditional sex role self-concept. It is suggested that women may see larger families as confirming a traditional sex role, while men may see them confirming an achievement-oriented, possibly traditional, male role. Demographic variables, which best predicted desired family size, may represent the continued influence of subjects' family backgrounds; however, social-psychological variables may also become important desired family-size influences as women enter their early twenties. (32 ref)

WE 004 828

Marcus, R. F.   Jenny, Babette

A Naturalistic Study of Reciprocity in the Helping Behavior of Young Children.

Affil—Maryland Univ., College Park. Inst. for Child Study.

Journal Cit—Alberta Journal of Educational Research; v23 n3 p195-206 Sep 77

Data Base ID—PAAUG78; 60-2849

Descriptors—*Cooperation, Elementary School Students, Preschool Children, Sex Differences, *Social Behavior, Socioeconomic Status, *Task Performance

Identifiers—*Helping Behavior, *Reciprocity

A time-sampling method is used with a preset category system to record the psychological and task helping behavior of 19 59- to 74-month-old preschool children of diverse family backgrounds. Each subject also completed a sociometric test and was rated on his relative helpfulness by two teachers. Help given by children was reliably reciprocated by other children. Reciprocity was stronger when the recipient was liked by the giver and weakest when the recipient was disliked. Homan's (1961) social exchange theory was used to explain why high sociometric status children received more help than they gave while their low status peers had to engage in more helping activity and received less in return. A negative relationship between sociometric status and both psychological and directed help received was found. A positive relationship was found between teacher ratings of task helping and sociometric status, but this relationship was not found for sociometric status and direct observation measures of help given. Most helping behavior occurred between children of the same sex. Consistent sex differences in favor of males over females were found for total and task help given and received as well as for psychological help given. (17 ref)

WE 004 829

Lester, Eva P.

On the Psychosexual Development of the Female Child.

Affil—McGill Univ., Montreal (Quebec).

Journal Cit—Journal of the American Academy of Psychoanalysis; v4 n4 p515-27 Oct 76

Data Base ID—PAAUG78; 60-2847

Descriptors—*Emotional Development, *Physical Development, *Sexuality

Identifiers—Oedipus Complex

It is researched that little can be known about female sexuality without investigating the psychosexual development of female children. The psychoanalytic concepts of femaleness and the oedipal complex in young females are explored. The theory that female children view themselves as castrated males is contraindicated by data pointing to the stability of sexual identity in children at a very early age. In fact, a "castration complex," if evident, is not universal and rests entirely on cultural and personal dynamics. Moreover, the concept of the female oedipus complex is theoretically ambiguous and is not consistent with current objective data on child development. (19 ref)

WE 004 830

Larsen, Gary Y.   Andrews, Rhoda   Sturgill, W. E.

Reward Distribution for Cooperative Effort in Children: Two Studies of the Effects of Age, Sex, and Level of Contribution to the Task.

Affil—Nebraska Univ., Omaha.

Journal Cit—Journal of Genetic Psychology; v131 n1 p41-50 Sep 77

Data Base ID—PAAUG78; 60-2846

Descriptors—Age Differences, *Cooperation, Elementary School Students, Motivation, *Rewards, Sex Differences, *Social Behavior

Described are two studies that examined reward distributions. In the first, 230 first-, third-, and fifth-grade boys and girls were asked to distribute nickels between themselves and another child as a reward for their contribution to the performance of their class in a contest between classes. In the second, 210 kindergarten and first-, third-, fifth-, and sixth-grade boys and girls distributed candy to themselves and their partner as a reward for building a tower and participating in a contest with other pairs of children. Results of the first study show no effect of age, but a clear effect of sex and the distributor's relative level of contribution to his class on the distribution. Results of the second study show no effect on sex, but once again, a clear effect of relative performance and an interaction of performance with age. (15 ref)

WE 004 831

Wiedl, Karl H.

The Relationship of Interest for Visual Complexity to Birth Order, Sex, and Personality Characteristics: A Genetic Analysis.

Affil—Trier Univ. (West Germany).

Journal Cit—Genetic Psychology Monographs; v96 n1 p143-62 Aug 77

Data Base ID—PAAUG78; 60-2821

Descriptors—*Art Appreciation, Birth Order, Family Influence, High School Students, Individual Characteristics, Sex Differences, *Visual Stimuli

Identifiers—Family Size

A set of 80 black and white slides representing different forms and degrees of visual complexity were shown to 219 17- to 19-year-old high school students. Each subject judged each slide on an eight-point rating scale which assessed aesthetic interest. The figural dimensions of aesthetic interest were identified by factor analysis, and factor scores were used to analyze the effects of sibling position and sex. No significant main effects were found. Lastborns had greater interest in visually complex stimuli than firstborns, and firstborns' interest in simplicity of random arrangements of elements was greater than that of last-borns. Males were more interested in structuredness and regularity of line drawings than females; females took interest in deviations from the neutral point of the complexity continuum. Generally, sex had greater bearing on preferential behavior than sibling position. A battery of personality tests including the 16 PF showed that firstborn and last-born children differed in perceptual speed and males and females differed in nonverbal intelligence, variation-seeking tendency, and different aspects of extraversion. Hypotheses were derived concerning the importance of different coding strategies and different homerearing influences for the development of man-environment relations. (48 ref)

WE 004 832

Sobal, Jeff   Juhasz, Joseph B.

Sex, Experimenter, and Reinforcement Effects in Verbal Learning.

Affil—Gettysburg Coll., Pa.

Journal Cit—Journal of Social Psychology; v102 n2 p267-73 Aug 77

Data Base ID—PAAUG78; 60-2392

Descriptors—College Students, Reinforcement, Sex Differences, *Verbal Learning

Forty-eight male and 48 female college students attempted to memorize a list of 20 words for male or female experimenters after receiving positive, negative, or neutral "reinforcement" for an attempt to memorize a list of numbers. Performance on this task was found to be influenced by sex of subject, sex of experimenter, type of reinforcement, and the interaction between sex of experimenter and type of reinforcement, with both males and females recalling more words for male than for female experimenters and under positive feedback conditions. The results are interpreted as indicating the effect of male dominance on such a seemingly neutral activity as memorizing words in a psychology experiment. It is concluded that previous studies of verbal memory not controlling for sex and type of feedback are difficult to interpret.

WE 004 833

Turner, Robert G.   Willerman, Lee

Sex Differences in WAIS Item Performance.

Affil—Pepperdine Univ., Los Angeles, Calif.

Journal Cit—Journal of Clinical Psychology; v33 n3 p795-97 Jul 77

Data Base ID—PAAUG78; 60-2230

Descriptors—Age Differences, *Intelligence Tests, *Item Analysis, Sex Differences, *Test Bias

Identifiers—*Wechsler Adult Intelligence Scale

Although the Wechsler Adult Intelligence Scale (WAIS) I.Q. scores of males and females differ only negligibly, significant sex differences do exist on many WAIS subtests (e.g., Information, Picture Completion, and Digit Symbol). The purpose of the present investigation was to identify any WAIS items within these subtests that showed reliable sex differences. Within a cross-validation methodology that employed 521 adults (264 males and 257 females), 21 items were found to show reliable sex differences. A reanalysis by age groups provided similar results. The nature of the items is discussed, and an index of stereotyped sex role experiences is proposed.

WE 004 834

Paynter, Earlene T.   Edwards, William S.

The Effects of Examiner Race on the Articulation Responses of Black School–Aged Children.

Affil—Texas Tech Univ., Lubbock. Speech and Hearing Clinics.

Journal Cit—Journal of Communication Disorders; v10 n3 p221-29 Sep 77

Data Base ID—PAAUG78; 60-2167

Descriptors—*Articulation (Speech), *Black Youth, Elementary School Students, *Racial Differences, Sex Differences, Test Results

Identifiers—*Examiner Characteristics

Ninety six-, seven-, and eight-year old black children were administered the Watts Articulation Test for Screening by a white examiner and by a black examiner. The subjects obtained significantly better articulation scores when the test was administered by the white examiner than when it was administered by the black examiner. Age of subjects and the interactions of age and sex, and of examiner age and sex were found to be significant. (20 ref)

WE 004 835

Renwick, Patricia A.

The Effects of Sex Differences on the Perception and Management of Superior–Subordinate Conflict: An Exploratory Study.

Affil—California Univ., Irvine. Graduate School of Administration.

Journal Cit—Organizational Behavior and Human Performance; v19 n2 p403-15 Aug 77

Data Base ID—PAJUL78; 60-2030

Descriptors—Administrative Personnel, *Conflict Resolution, *Employer Employee Relationship, Sex Differences

Examined was the impact of an employee's sex on the management of superior-subordinate conflict and how behavior during such interaction affects perceptions of the constructive use of disagreement and performance on the job. Fifty-five male and 40 female management personnel described how they dealt with differences and disagreements involving their immediate supervisor and how he/she responded to such conflict. Significant differences emerged between the perceptions of males and females reporting to males concerning the behavior of their supervisors. Preliminary analyses suggested that the sex of a supervisor was unrelated to female subordinates' perceptions of conflict management. No differences were observed between the likelihood with which male and female subordinates would use various methods to deal with disagreement. The manner in which the subordinate dealt with conflict was significantly related to perceptions of the constructive use of disagreement in the female sample but not in the male sample. None of the five methods of managing conflict examined was related to supervisor evaluations of either the subordinate's performance or effort on the job. (23 ref)

WE 004 836

Rim, Y.

Significance of Work and Personality.

Affil—Technion--Israel Inst. of Tech., Haifa.

Journal Cit—Journal of Occupational Psychology; v50 n2 p135-38 Jun 77

Data Base ID—PAJUL78; 60-1997

Descriptors—Individual Characteristics, *Occupational Choice, Sex Differences, *Work Attitudes, Working Women

Identifiers—*Preference Measures

Investigated were preferences for different work functions between men and women employees according to their Protestant Ethic (PE) orientation and personality. Fifty male and 51 female job applicants were administered the Q-Sort Rating Scale, the Protestant Ethic Scale (PE), the Dominoes Test, and the Eysenck Personality Inventory. Results show that men with high PE values most preferred self-realization and intrinsic work satisfaction. The economic function was least important to them. Men with low PE values most preferred self-realization and social contact; their least important functions were security and power. Women high on PE preferred social contact, self-realization, and security. All women ranked patterning of time and power as the least preferred functions of work. Three work functions–social contact, patterning of time, and power–were most important for men and women high on neuroticism (N) and extraversion (E). Two additional functions were significantly more important for high N, high E men only–economic function and social position.

WE 004 837

Samuel, William

Observed IQ as a Function of Test Atmosphere, Tester Expectation, and Race of Tester: A Replication for Female Subjects.

Affil—California State Univ., Sacramento.

Journal Cit—Journal of Educational Psychology; v69 n5 p593-604 Oct 77

Data Base ID—PAJUL78; 60-1972

Descriptors—Black Students, Caucasian Students, Expectation, High School Students, *Intelligence Tests, Junior High School Students, Racial Differences, *Testing

Identifiers—Examiner Characteristics

Investigated was the performance on the Wechsler Intelligence Scale for Children among 208 black and 208 white female junior high and high school students under 16 years of age. The variables of test atmosphere (evaluative or gamelike), tester expectation (high or low), race and sex of tester, and race and socioeconomic status (SES) above or below the median of subject were placed in a 2-sup-6 factorial design. The variables of atmosphere, expectation, and SES interacted significantly with the race of the subject in determining mean I.Q. High SES blacks exposed to what had been predicted to be optimally motivating conditions achieved mean I.Q.s equaling or exceeding those of low SES whites. Subjects generally performed better in the presence of a female tester. (27 ref)

WE 004 838

Griffore, Robert J.

Fear of Success and Task Difficulty: Effects on Graduate Students' Final Exam Performance.

Affil—Michigan State Univ., East Lansing.

Journal Cit—Journal of Educational Psychology; v69 n5 p556-63 Oct 77

Note—Also cited in Current Index to Journals in Education, EJ 182 443

Data Base ID—PAJUL78; 60-1855

Descriptors—*Fear of Success, Graduate Students, *Performance Factors, Sex Differences, *Task Performance, Test Results

Investigated was the relationship of fear of success and fear of failure, their interactions with task difficulty, and whether sex differences exist on these traits. Final examination scores, in addition to fear-of-success and fear-of-failure scores, were obtained on low-, medium-, and high-difficulty items for 54 female and 14 male graduate professional students. Measures included three recently developed instruments–M. S. Horner's new (1973) empirically-derived fantasy-based scoring system, M. Pappo's (1972) Fear of Success Questionnaire, and M. Zuckerman and S. N. Allison's (1976) Fear of Success Scale. It was found that, overall, neither fear of success nor fear of failure interacted consistently with item difficulty to affect examination performance. Fear-of-success instruments correlated positively with fear of failure; means of males and females were not significantly different on either fear of success or fear of failure. Overall, fear of failure may influence performance more substantially than fear of success. (16 ref)

WE 004 839

Morgenthau, Joan E.   Rao, P. S.   Thornton, John C.   Cameron, Olive

Adolescent Contraceptors: Follow–Up Study.

Affil—Mount Sinai School of Medicine, New York, N.Y.

Journal Cit—New York State Journal of Medicine; v77 n6 p928-31 May 77

Data Base ID—PAJUL78; 60-1566

Descriptors—Adolescents, Age Differences, *Contraception, Followup Studies

Contraceptive behavior of 421 young women was examined for six months. Continuation rate and success rate of different methods of contraception were examined taking into account age (45% under 18 years of age), ethnicity, proximity to clinic, and continuity of care.

WE 004 840

Schafer, Roy

Problems in Freud's Psychology of Women.

Affil—New York State Hospital, N.Y.
Pub Date—77
Note—30p.; In "Female Psychology: Contemporary Psychoanalytic Views," Blum, H. P., Ed., p331-60
Available from—International Universities Press, Inc., 315 Fifth Ave., New York, N.Y. 10016
Data Base ID—PAJUL78; 60-1152
Descriptors—Personality Development, *Personality Theories
Identifiers—*Freud (Sigmund)

Discussed are some problems in Freud's theoretical generalizations about female personality development, focusing on women's morality and objectivity, prephallic development, and "naming." These three areas are examined in relation to ego and superego development, penis envy, biologically-predestined procreativity, and the role of the mother. It is argued that Freud's generalizations concerning girls and women do injustice to both his psychoanalytic method and his clinical findings. (27 ref)

WE 004 841

Sanders, Jeffrey L.

Personality Correlates of the Abstract Response on the Holtzman Inkblot Technique.

Affil—Towson State Coll., Md.
Journal Cit—Journal of Personality Assessment; v41 n4 p349-50 Aug 77
Data Base ID—PAJUL78; 60-1150
Descriptors—College Students, *Individual Characteristics, *Personality Tests, Sex Differences
Identifiers—*Holtzman Inkblot Technique

Through the innovative use of a special set of Holtzman inkblots, several variables of the Personality Research Form were shown to be correlates of the abstract response for 30 male and 33 female undergraduates. For males, positive correlations were obtained between abstract and achievement, endurance and sentience; negative correlations were obtained between abstract and harm avoidance and order. For females, abstract was positively correlated with dominance, nurturance, exhibition, and social recognition and negatively correlated with abasement and affiliation.

WE 004 842

Fleming, Jacqueline

Comment on "Do Women Fear Success?" by David Tresemer.

Journal Cit—Signs; v2 n3 p706-17 Spr 77
Data Base ID—PAJUL78; 60-1117
Descriptors—*Achievement Need, *Fear of Success

The author agrees with D. Tresemer's analysis of M. S. Horner's original data but disputes his interpretation that fear of success (FOS) afflicts only low need achievement (nAch) women. FOS and nAch are seen as two independent motives that may overlap. The need to control for ability and other relevant variables in FOS research is stressed.

WE 004 843

Parsons, Jacquelynne E. Ruble, Diane N.

The Development of Achievement–Related Expectancies.

Affil—Smith Coll., Northampton, Mass.
Journal Cit—Child Development; v48 n3 p1075-79 Sep 77
Data Base ID—PAJUL78; 60-813
Descriptors—*Achievement Need, Age Differences, *Cognitive Development, Elementary School Students, *Expectation, Preschool Children, Sex Differences

The development of achievement-related expectancies in 72 white 3 1/2- to 11-year-olds were investigated. Based on models of attribution and cognitive developmental theory and on past research, it was predicted that younger subjects would relate past history of outcomes to expectancies differently than would older subjects, that sex differences in expectancies would not be present in the preschool-age group, and that older subjects would have the lowest expectancies. As predicted, success/failure experiences had a more systematic effect on school-age subjects' expectancies than on the expectancies of preschoolers, and older subjects consistently reported lower expectancies. In addition, the subject's sex in interaction with age influenced both initial expectancy and the use of outcome information.

WE 004 844

Field, Jeffrey Collins, John K.

A Developmental Study of the Effects of Instructions on Visual Shape Judgments.

Affil—Australian National Univ., Canberra.
Journal Cit—British Journal of Psychology; v68 n3 p297-304 Aug 77
Data Base ID—PAJUL78; 60-737
Descriptors—Age Differences, Elementary School Students, High School Students, *Perceptual Development, Sex Differences, *Teaching Methods, *Visual Perception

Previous developmental studies of visual shape judgments have failed to instruct subjects clearly as to the type of shape judgments required. Using the method of adjustment, 180 subjects in five age groups (6, 8, 10, 12, and 19 years), composed of equal numbers of males and females, were instructed to judge either the real or projected shape of an elliptical standard slanted 39, 57, and 72 degrees from the fronto-parallel. No age changes were found in the tendency toward shape constancy. Objective shape judgments exhibited a significantly greater degree of constancy than projective judgments, and there was no decline in constancy with increasing slant of the standard under objective instructions, in contrast to a marked decline under projective instructions. Female subjects consistently manifested a greater tendency toward shape constancy than males. (31 ref)

WE 004 845

Chapman, Michael

Father Absence, Stepfathers, and the Cognitive Performance of College Students.

Affil—Virginia Univ., Charlottesville.
Journal Cit—Child Development; v48 n3 p1155-58 Sep 77
Data Base ID—PAJUL78; 60-683
Descriptors—*Cognitive Measurement, College Students, *Fatherless Family, Sex Differences, *Task Performance
Identifiers—*Stepfathers

Assessed were the effects of father absence and stepfathers on cognitive performance, using the Embedded Figures Test and Scholastic Aptitude Test (SAT) scores of 96 college students. This number included 16 males and 16 females in each of three family structure groups–father-absent, stepfather, and intact. Results support earlier findings of greater field dependence and lower SAT scores in father-absent males, but indicate that the presence of a stepfather was associated with attenuation of this effect. Possible reasons for the failure to find father-absence effects in females are discussed.

WE 004 846

Halley, Richard D.

Distractibility of Males and Females in Competing Aural Message Situations: A Research Note.

Affil—New Hampshire Univ., Durham.
Journal Cit—Human Communication Research; v2 n1 p79-82 Fall 75
Data Base ID—PAJUL78; 60-350
Descriptors—*Attention Control, College Students, *Listening Comprehension, Sex Differences

The question investigated was whether females are more distractible than males in competing aural message situations. Sixty-three male and 83 female undergraduates listened to a tape that played two short stories simultaneously; they were instructed to listen to one story and to ignore the second. Subjects were then tested on the story to which they were instructed to attend, and their scores were compared with male and female control groups to determine which sex group had extracted the most information from the listening session. Results indicate that males extracted more information and were thus less distracted.

WE 004 847

Majeres, Raymond L.

Sex Differences in Clerical Speed: Perceptual Encoding vs. Verbal Encoding.

Affil—Western Illinois Univ., Macomb.
Journal Cit—Memory and Cognition; v5 n4 p468-76 Jul 77
Data Base ID—PAJUL78; 60-261
Descriptors—*Cognitive Processes, College Students, *Perceptual Motor Coordination, Reaction Time, Sex Differences, *Task Performance, Verbal Learning, Visual Perception

Most interprepations of sex differences on clerical speed tests have emphasized the role of rapid perception of details and shifts in attention. Some have emphasized comparison and decision processes. Sex differences in speeded, successive matching were studied in four experiments with 204 college students. The experimental task involved the successive identification of stimulus items represented in lists by tapping matching items on response cards. Sex differences were found to be related to response-card content and not to stimulus-list content. When the identification response involved tapping words, colors, or directional symbols, females were significantly faster than males; however, when the identification response involved tapping shapes, no significant sex differences were found. Results indicate that sex differences in some aspect of short-term memory may also be involved. Earlier interpretations of sex differences on speeded matching tasks in terms of such global concepts as perceptual speed are believed to be inadequate. An alternative explanation is discussed emphasizing verbal encoding, memory, and evaluation processes. (25 ref)

WE 004 848

Mohr, E. Sue Downey, Ronald G.

Are Women Peers?

Affil—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Journal Cit—Journal of Occupational Psychology; v50 n1 p53-57 Mar 77
Data Base ID—PAJUL78; 60-135
Descriptors—Armed Forces, *Leadership Qualities, *Officer Personnel, *Peer Evaluation, Self Evaluation, Sex Differences
Identifiers—*Army, *Sex Bias

Investigated, within the context of the U.S. Army, was possible bias in peer ratings as a function of the sex of the rater and the person rated. Results of peer and self-ratings of leadership potential completed by 10 female and 30 male newly-commissioned first and second lieutenants show that female officers were rated significantly lower by both male and female peers, and that while self-ratings for males were significantly related to both male and female peer ratings, this was not true for females.

WE 004 849

Rumenik, Donna K. Capasso, Deborah R. Hendrick, Clyde

Experimenter Sex Effects in Behavioral Research.

Affil—Kent State Univ., Ohio.
Journal Cit—Psychological Bulletin; v84 n5 p852-77 Sep 77
Data Base ID—PAJUL78; 60-74
Descriptors—*Behavior, Behavioral Science Research, *Experimenter Characteristics, Interaction, Research Methodology, Sex Differences, *Task Performance

Psychological studies concerned with the possible differential effects of sex of experimenter on subject behavior are examined and summarized. The areas surveyed include task performance (for children as well as adult subjects), clinical and psychological testing, social and person perception, and role relationships (e.g., counselor-client, teacher-student, interviewer-respondent). The evidence is mixed, but there are indications that sex of the experimenter is a potent variable, especially in task performance studies with children and in some types of person perception research. Much of the previous research is inadequate methodologically; for example, about one-third of the studies used only one individual of each sex for the manipulation of experimenter's sex. The strong possibility of experimenter sex effects poses a general problem of internal and external validity for psychological research. Sex of experimenter (and of subjects) should be varied routinely in most studies. The added expense may be more than offset by greater precision and knowledge of the degree of generalizability of the obtained data. (91 ref)

WE 004 850

Calder, Bobby J. Ross, Michael

Sexual Discrimination and Work Performance.

Affil—Northwestern Univ., Evanston, Ill. Graduate School of Management.

Journal Cit—Personality and Social Psychology Bulletin; v3 n3 p429-33 Sum 77

Data Base ID—PAJUN78; 59-13371

Descriptors—College Students, Experimenter Characteristics, *Sex Discrimination, *Task Performance

Identifiers—*Supervisor Attitudes

An experiment in a contrived but realistic job situation exposed 50 female undergraduates to sexual discrimination by a superior. Both the sex of the superior and the task involved in the discrimination ("masculine" vs. "neutral") were varied. Subjects reacted negatively to discrimination only with a female superior and a "neutral" task.

WE 004 851

Morris, Jane

Exploring Nonconventional Careers for Women.

Affil—East Texas State Univ., Commerce.

Journal Cit—School Counselor; v23 n2 p127-31 Nov 75

Data Base ID—PAJUN78; 59-13320

Descriptors—*Career Exploration, *High School Curriculum, High School Students, *Occupational Guidance

Identifiers—*Nontraditional Career Choice

Outlined is a three-session career exploration program designed to encourage 9th- and 10th-grade girls to examine nonconventional careers. Techniques are directed toward such goals as extending the range of career possibilities, examining misconceptions about the involvement of women in the labor force, becoming aware of social stereotyping in certain occupations, and considering the consequences of long-range work plans. It is noted that program activities can be easily incorporated into the regular classroom. Techniques include job analysis, self-evaluation, group feedback, role playing, game simulation, and fantasy.

WE 004 852

Rosenfeld, Lawrence B. Fowler, Gene D.

Personality, Sex, and Leadership Style.

Affil—New Mexico Univ., Albuquerque.

Journal Cit—Communication Monographs; v43 n4 p320-24 Nov 76

Note—Also cited in Sociological Abstracts, 78J1863

Data Base ID—PAJUN78; 59-12406

Descriptors—Individual Characteristics, *Leadership Styles, *Predictor Variables, Sex Differences

Studied were individual difference variables predictive of autocratic and democratic leadership styles for males and females. Eighty-nine males and 89 females completed a battery of psychological tests (e.g., California Psychological Inventory, the EPPS, Allport-Vernon-Lindzey Study of Values, and the Tennessee Self-Concept Scale) and the Sargent and Miller Leadership Questionnaire. Results of two stepwise multiple regression analyses indicated differences which may be predicted for male and female democratic leader behaviors but none which may be predicted for differences in autocratic leader behaviors.

WE 004 853

Koeske, Gary F. Koeske, Randi K.

Deviance and a Generalized Disposition toward Internality: An Attributional Approach.

Affil—Pittsburgh Univ., Pa.

Journal Cit—Journal of Personality; v43 n4 p634-46 Dec 75

Data Base ID—PAJUN78; 59-12397

Descriptors—Adolescents, *Attribution Theory, Conformity, *Locus of Control, *Maturation, Sex Differences

Two studies employing a total of 105 male and 101 female high school seniors tested the hypothesis, derived from attribution theory, that adolescents might acquire an identity and mediating beliefs about reality (internal locus of control) by deviating from norms when they perceived adults to be powerful. In line with this expectation, the major study found that students rated by teachers as "deviant," but not those rated as "conformant," showed greater internality in beliefs about man (control ideology) under conditions of high power. Despite the following limitations or exceptions, attribution theory seemed to best explain the predicted effect: 1) The effect for beliefs about control was nonsignificantly weaker for females than males, perhaps because of different meanings of deviance for males and females and female socialization for conformity rather than independence. 2) In the major study, the effect was absent for questions dealing with subjects' personal feelings of control ("self-attributions"). 3) In both studies, there was a tendency for deviant females to show more personal externality (relative to conformers) when perceived power was high.

WE 004 854

Heilbrun, Alfred B. Piccola, Gary Kleemeier, Carol

Male Sex-Gender Identification: A Source of Achievement Deficit in College Females.

Affil—Emory Univ., Atlanta, Ga.

Journal Cit—Journal of Personality; v43 n4 p678-92 Dec 75

Data Base ID—PAJUN78; 59-12393

Descriptors—College Students, *Competition

Identifiers—*Masculinity, *Sex Identity

The study examined the hypothesis that college females who have made a male-sex-gender identification (i.e., prefer the male role and are susceptible to the vicarious experience of reinforcements imposed upon males) would show a deficit in performance when competing against males. A second subset of college females, similar to those who had made a male-sex-gender identification in having described themselves as more similar to their fathers but who differed in having been less successful in consolidating their interpersonal roles, also was the focus of investigation as potentially most keenly competitive with males. Subjects were 104 female undergraduates and 92 male undergraduates who provided competition for the females. Laboratory procedures produced evidence of competitive deficit against males for females who had made a male-sex-gender identification and of a general competitiveness against both sexes for father-similar, low role-consistent females. (18 ref)

WE 004 855

Becker, Mark R. Cross, Herbert J.

College Men's Perception of Women and Memories of Their Parents.

Affil—Washington State Univ., Pullman.

Journal Cit—Personality and Social Psychology Bulletin; v3 n3 p450-53 Sum 77

Data Base ID—PAJUN78; 59-12338

Descriptors—*Attitudes, College Students, Males, *Parent Influence, *Sex Stereotypes

Forty-eight college males read scripts of a conversation between a couple, the woman of which was psychologically controlling or warm and accepting. Memories of parents were assessed with the short form Children's Report of Parental Behavior Inventory, and subjects rated the woman on 19 semantic differential scales. Subjects who remembered fathers as accepting rated the controlling woman more positively and the accepting one more negatively. Memories of fathers were more strongly related to perceptions of the woman than were memories of mothers. Results are discussed in terms of sexual stereotyping and males' judgmentalness of females.

WE 004 856

Benton, Alan A.

Bargaining Visibility and the Attitudes and Negotiation Behavior of Male and Female Group Representatives.

Affil—California Univ., Los Angeles.

Journal Cit—Journal of Personality; v43 n4 p661-77 Dec 75

Data Base ID—PAJUN78; 59-12317

Descriptors—Behavioral Science Research, *Collective Bargaining, College Students, *Cooperation, Peer Influence, Sex Differences

Identifiers—*Competitiveness

Forty-eight male and 48 female pairs of undergraduates were presented with the problem of dividing an uneven amount of money. Four conditions were considered. In the first, constituents of the representatives were present during negotiations; in the remaining three, constituents were absent. Some of the constituent absent pairs were informed that at the conclusion of their bargaining, their constituents would be told only the amount won by their representative, while others were informed that their constituents would be told the amount won by both representatives. In addition, some of the constituent absent pairs whose constituents were to be told the amount won by both representatives bargained with nonteammate students observing the negotiations. In all conditions, constituents and nonteammates were the same sex as representatives. Major findings were as follows: 1) Female representatives felt that their constituents expected them to behave more cooperatively during negotiations and would be satisfied with smaller intergroup winnings than did male representatives. 2) The presence of a peer audience raised the aspirations and increased the competitive bargaining behavior of male representatives. 3) The predicted decrease in females' competitive bargaining behavior when their constituents were present was only weakly supported. (32 ref)

WE 004 857

Applegarth, Adrienne

Some Observations on Work Inhibitions in Women.

Pub Date—77

Note—19p.; In "Female Psychology: Contemporary Psychoanalytic Views," Blum, H. P., Ed., p251-68

Available from—International Universities Press, Inc., 315 Fifth Ave., New York, N.Y. 10016

Data Base ID—PAJUN78; 59-12264

Descriptors—*Achievement Need, Occupational Aspiration, Role Conflict, *Work Attitudes, *Working Women

This paper discusses the causes and dynamics of work disturbances in women, particularly in those with firmly established careers or career goals. Issues related to family background, penis envy and its effects of goal maintenance, narcissism, sex differences in aggression and superego content, and the conflict between careers and the desire for and demands of motherhood are also examined. (16 ref)

WE 004 858

Bernard, Jessie

Homosociality and Female Depression.

Journal Cit—Journal of Social Issues; v32 n4 p213-38 Fall 76

Note—Also cited in Sociological Abstracts, 78J15110

Data Base ID—PAJUN78; 59-12201

Descriptors—*Depression (Psychology), *Interpersonal Relationship, Mental Health, Role Conflict, Self Esteem, Sex Differences, Sex Role

The disproportionately large number of women compared to men among those identified as victims of depression presents both a serious social problem and a challenge to our understanding of social processes and issues. Role-related explanations for this peculiar sex ratio do not adequately account for its incidence, its prevalence, or its persistence over time. The variable, "relational deficit," as having to do with the different ways that men and women relate to their own sex (homosociality), is proposed as a potentially clarifying concept in this context. It is suggested that the female way of being social, which involves bonding and affiliative attachment, renders women more vulnerable to social deprivation and hence vulnerable to depression. The author recommends alleviation of the discriminating practices that undercut the self-esteem and confidence of women and thus contribute to the helplessness that engenders depression, and self-initiated behaviors among women to change the negative view of woman's world and to rehabilitate female homosociality. (3 pages of references)

WE 004 859

Parens, Henri Pollock, Leafy Stern, Joan Kramer, Selma

On the Girl's Entry into the Oedipus Complex.

Affil—Eastern Pennsylvania Psychiatric Inst., Philadelphia.

Pub Date—77

Note—29p.; In "Female Psychology: Contemporary Psychoanalytic Views," Blum, H. P., Ed., p79-107

Available from—International Universities Press, Inc., 315 Fifth Ave., New York, N.Y. 10016

Data Base ID—PAJUN78; 59-12161

Descriptors—Personality Development, *Personality Theories, *Physical Development

Identifiers—Oedipus Complex

Discussed are the paths by which females enter the Oedipus complex, and presented are three case reports to demonstrate the variable nature of these paths. The cases do not support the generalizability of Freud's 1925 argument that the female enters the Oedipus complex by way of her castration complex. It is hypothesized alternatively that both males and females enter the Oedipus complex, given a favorable "expectation environment," from about 2 1/2 years of age on, effected by a psychobiologically determined, gender-related change in libido and inherited ego dispositions. (25 ref)

WE 004 860

McIntire, Walter G. Drummond, Robert J.

Multiple Predictors of Self-Concept in Children.

Affil—Maine Univ., Orono. School of Human Development.

Journal Cit—Psychology in the Schools; v14 n3 p295-98 Jul 77

Data Base ID—PAJUN78; 59-12153

Descriptors—Academic Achievement, Bilingualism, Elementary School Students, Ethnic Origins, Individual Characteristics, Intelligence, *Predictor Variables, *Self Concept, Sex Differences

The Piers-Harris Children Self-Concept Scale was used to assess the relative contributions of selected personality characteristics, school achievement, intelligence, sex, and ethnic background to self-concept in a sample of fourth graders. Fifty percent of the 144 subjects came from bilingual families of Franco-American origin in which at least one of the parents spoke French in the home. Results show that 52% of the variance was accounted for, with 10 variables contributing at statistically significant levels. Personality variables were found to be more predictive than achievement ability or demographic factors. (20 ref)

WE 004 861

Kleeman, James A.

Freud's Views on Early Female Sexuality in the Light of Direct Child Observation.

Pub Date—77

Note—25p.; In "Female Psychology: Contemporary Psychoanalytic Views," Blum, H. P., Ed., p3-27

Available from—International Universities Press, Inc., 315 Fifth Ave., New York, N.Y. 10016

Data Base ID—PAJUN78; 59-12145

Descriptors—Cognitive Development, Literature Reviews, Parent Role, *Sexuality

Identifiers—*Femininity, *Freud (Sigmund), *Sex Identity

Freud's writings on early female sexuality are reviewed to show which of his assumptions have been supported or corrected by subsequent observational studies of young children. The study of the emergence of core gender identity in girls is seen as the key element in clarifying Freud's statements about the onset of and crucial factors in the development of femininity. The role of the father, the discovery of anatomical difference, parental attitudes, and cognitive functions are also examined. (3 1/2 pages of references)

WE 004 862

Galenson, Eleanor Roiphe, Herman

Some Suggested Revisions Concerning Early Female Development.

Affil—Yeshiva Univ., Bronx, N.Y. Albert Einstein Coll. of Medicine.

Pub Date—77

Note—28p.; In "Female Psychology: Contemporary Psychoanalytic Views," Blum, H. P., Ed., p29-57

Available from—International Universities Press, Inc., 315 Fifth Ave., New York, N.Y. 10016

Data Base ID—PAJUN78; 59-12137

Descriptors—*Child Development, Literature Reviews, *Sexuality

A review of the literature indicates that Freud's original position that sexual drive organization exerts a special force during the various psychosexual stages is still a valid one, although drive organization is consistently and extensively influenced by object relations. Issues related to the discovery of anatomical difference in females are also examined in relation to separation and individuation. (2 pages of references)

WE 004 863

Blum, Harold P.

Masochism, the Ego Ideal, and the Psychology of Women.

Pub Date—77

Note—35p.; In "Female Psychology: Contemporary Psychoanalytic Views," Blum, H. P., Ed., p157-91

Available from—International Universities Press, Inc., 315 Fifth Ave., New York, N.Y. 10016

Data Base ID—PAJUN78; 59-12119

Descriptors—*Personality Development, *Role Conflict, *Self Concept

Identifiers—*Femininity, *Masochism, Oedipus Complex

Masochism as a psychic structure involved in female personality development is discussed, focusing on characteristics of the female ego and superego and the female Oedipus complex. Possible conflicts between the female and her maternal ego ideal are described, and characteristics of femininity are identified. (2 pages of references)

WE 004 864

Karabenick, Julie D. Miller, Scott A.

The Effects of Age, Sex, and Listener Feedback on Grade School Children's Referential Communication.

Affil—Michigan Univ., Ann Arbor.

Journal Cit—Child Development; v48 n2 p678-83 Jun 77

Data Base ID—PAJUN78; 59-12058

Descriptors—Age Differences, *Communication Skills, Elementary School Students, Feedback, *Listening Skills, Sex Differences, *Speech Skills

Examined is the development of speaker and listener skills in a referential-communication task among 144 five-, six-, and seven-year-old children. Of special interest were the listener's ability to provide feedback and the speaker's ability to improve his messages in response to feedback. Two conditions were employed. In one condition, the speaker and listener could not see each other but could communicate freely back and forth; in the second, the speaker and listener could not see each other, and only the speaker could talk. Subjects alternated between speaker and listener roles, and feedback followed each trial. Five-year-old subjects conveyed significantly less information than did six- and seven-year-olds. Male and female speakers communicated similar amounts of information in the no-feedback condition; however, only boys generated superior messages with listener feedback. As listeners, boys were more active than girls, asking more questions and confirming more speaker messages. At all ages, both male and female listeners were able to carry out most of the adequately encoded messages. They were less successful, however, in providing helpful feedback via questions and confirmations.

WE 004 865

Stoller, Robert J.

Primary Femininity.

Affil—California Univ., Los Angeles. School of Medicine.

Pub Date—77

Note—20p.; In "Female Psychology: Contemporary Psychoanalytic Views," Blum, H. P., Ed., p59-78

Available from—International Universities Press, Inc., 315 Fifth Ave., New York, N.Y. 10016

Data Base ID—PAJUN78; 59-12006

Descriptors—*Child Development

Identifiers—*Femininity, *Sex Identity

The development of core gender identity in females is examined, noting that in Freud's theory of the origin of femininity, there is a stage unaccounted for in the chronology of the little girl's development (i.e., the first months of life). It is suggested that the development of femininity can be divided into two phases, both of which lead to adult femininity, but each of which contributes in a different way. The first concerns a sense of female appearance, and the second, which is the result of oedipal conflict, concerns the psychological sense of femininity. (21 ref)

WE 004 866

Ritvo, Samuel

Adolescent to Woman.

Affil—Yale Univ., New Haven, Conn. Child Study Center.

Pub Date—77

Note—11p.; In "Female Psychology: Contemporary Psychoanalytic Views," Blum, H. P., Ed., p127-37

Available from—International Universities Press, Inc., 315 Fifth Ave., New York, N.Y. 10016

Data Base ID—PAJUN78; 59-12001

Descriptors—Adolescents, *Maturation, Parent Child Relationship, Self Concept

Identifiers—*Sex Identity

The transition from adolescence to adulthood in females is discussed, focusing on the adolescent's feelings about and reaction to the form and image of her own body, mother-daughter relationships, the effects of the decreasing age of puberty in modern society, masturbation fantasies, and the resolution of penis envy. Implications for understanding anorexia nervosa, the wish for a child, and career preparation and commitment are also examined.

WE 004 867

Johnson, Fern L.

Role–Taking and Referential Communication Abilities in First– and Third–Grade Children.

Affil—Massachusetts Univ., Amherst.
Journal Cit—Human Communication Research; v3 n2 p135-45 Win 77
Data Base ID—PAJUN78; 59-11988
Descriptors—Age Differences, *Communication Skills, Elementary School Students, Intelligence, *Perspective Taking, Predictive Validity, Sex Differences

Investigated were role-taking and referential communication abilities in 32 first and 32 third graders, equally divided by sex. The effects of age, sex, and Peabody Picture Vocabulary Test I.Q. on both abilities were tested, and the effect of age of receiver on referential communication ability was also examined. Multiple regression analyses were utilized to determine how well the independent variables predicted the measures of role-taking and communication tasks, and both sex of the child and I.Q. were found to affect referential communication performance. The relationship between role-taking and referential communication abilities was low. Testing procedures are discussed. (34 ref)

WE 004 868

Gur, Raquel E.   Gur, Ruben C.

Sex Differences in the Relations among Handedness, Sighting–Dominance and Eye–Acuity.

Affil—Pennsylvania Univ., Philadelphia.
Journal Cit—Neuropsychologia; v15 n4-5 p585-90 77
Data Base ID—PAJUN78; 59-11482
Descriptors—Sex Differences, *Visual Discrimination
Identifiers—*Handedness, *Ocular Dominance

There are conflicting reports in the literature regarding the relations among handedness, sighting dominance, and eye acuity. Some studies report an association between handedness and sighting dominance or between sighting dominance and eye acuity, while other studies fail to detect such relations. The present investigation tested the possibility that sex might have mediated these results, as this variable, which was found to be of importance in research on laterality, has been largely ignored by all previous studies. One hundred male and 100 female 18- to 55-year-old adults were given D. Raczkowski's (1974) Handedness Questionnaire, three measures of sighting dominance, and a standard measure of eye acuity. Handedness was found to be associated with sighting dominance for males, but not for females. Eye acuity, on the other hand, was associated with sighting dominance for females, but not for males. These findings suggest sex differences in the mechanisms through which motoric and, possibly, cognitive lateralization is established. (French and German summaries) (26 ref)

WE 004 869

Terborg, James R.

Women in Management: A Research Review.

Affil—Illinois Univ., Urbana.
Journal Cit—Journal of Applied Psychology; v62 n6 p647-64 Dec 77
Data Base ID—PASEP78; 60-6320
Descriptors—*Administrative Personnel, Career Choice, Literature Reviews, Role Conflict, Sex Discrimination, Working Women

The article reviews the literature, giving attention to the entry of women into business and factors influencing the socialization of women once they have gained entry. The data suggest that women's self-perceptions and pressures by vocational counselors serve to inhibit decisions for management careers. Stereotypes as valid explanations for hiring discrimination are questioned, and alternate explanations are offered. Role conflict as a barrier to women entering management is discussed. (3 pages of references.)

WE 004 870

Almquist, Elizabeth M.

Women in the Labor Force.

Affil—North Texas State Univ., Denton.
Journal Cit—Signs; v2 n4 p843-55 Sum 77
Data Base ID—PASEP78; 60-6275
Descriptors—*Employment Patterns, Salary Differentials, Sex Differences, *Working Women
Identifiers—Status of Women

Reviewed are recent data on the changing patterns of women's participation in the labor force and sex differences in earnings and occupational prestige. Possible causes for the persistent differences are explored, and suggestions are included for greater specificity in future research on women's working status.

WE 004 871

Bunt, Don D.   Armstrong, Nolan

Teacher's Perceptions of Eighth Grade Students' Likability and Motivation as Related to Sex, Femininity, Ability, and Achievement.

Affil—Chicago State Univ., Ill.
Journal Cit—Journal of the Association for the Study of Perception; v11 n1 p9-13 Spr 76
Data Base ID—PASEP78; 60-6138
Descriptors—Academic Ability, Academic Achievement, Individual Characteristics, Junior High School Students, *Motivation, *Peer Acceptance, Sex Differences, *Teacher Attitudes
Identifiers—Femininity, Masculinity

Assessed are teachers' perceptions of their students and their relationships to certain relevant school variables. The Henmon-Nelson Tests of Mental Ability and the Femininity scale of the California Psychological Inventory were administered to 118 eighth graders pooled from a private, an urban, and a suburban school who had at least three teachers in common. Each subject was rated on likability and motivation by three of his/her teachers, one-third of whom were males, using a likability rating scale and a motivation rating scale that were based on a model by J. R. Williams et al (see PA, Vol 48:1873). Correlation coefficients between the variables of academic ability, femininity, sex, likability, and motivation and all other variables were computed. Coefficients found to be significant indicate that: 1) Teachers tend to like female students and students exhibiting characteristics culturally perceived as "feminine" better than, and tend to perceive them as more motivated than, male students and "masculine" students. 2) Whereas female students neither score higher than male students on a standardized academic ability test nor receive higher grades than male students, "feminine" students do not score higher than "masculine" students on the ability test but do tend to receive higher grades than "masculine" students. 3) Teachers tend to perceive students differentially in terms of motivation and likability.

WE 004 872

Lazar, Alfred L.   Stodden, Robert L.   Sullivan, Neil V.

A Comparison of Attitudes Held by Male and Female Future School Administrators toward Instructional Goals, Personal Adjustment, and the Handicapped.

Affil—California State Univ., Long Beach.
Journal Cit—Rehabilitation Literature; v37 n7 p198-201 Jul 76
Data Base ID—PASEP78; 60-5947
Descriptors—*Administrator Attitudes, College Students, *Handicapped Students, School Administration, Sex Differences, Social Adjustment, Student Attitudes
Identifiers—*Instructional Goals

As part of a larger research project at California State University (Long Beach) which is studying the entry-exit attitudes of educators in training, this study focused on the attitudes of future school administrators toward the acceptance of the handicapped, and the nature of the instructional goals desired, the personal adjustment of the subjects, and how this might influence their perceptions of the previous two factors. The data from a battery of three attitudinal instruments measuring different attributes disclosed that: 1) Sex of the subjects makes no difference with respect to social adjustment, acceptance of the handicapped, and the nature of the instructional goals. 2) Those who accept and do not accept the handicapped share the same instructional goals, which lean toward a cognitive nature. 3) Those who accept the handicapped are better socially adjusted as a group than those who do not accept them but are not statistically different.

WE 004 873

Mainville, France   Friedman, Ronald J.

Peer Relations of Hyperactive Children.

Journal Cit—Ontario Psychologist; v8 n5 p17-20 Dec 76
Data Base ID—PASEP78; 60-5472
Descriptors—Behavior Problems, Elementary School Students, Elementary School Teachers, *Hyperactivity, *Peer Acceptance, Sex Differences, *Student Evaluation

The Conners Abbreviated Symptom Questionnaire (ASQ) was administered to teachers of 111 male and 103 female pupils in grades 3 and 4, and the Moreno Scale of Social Acceptance to each of the pupils. Twelve percent of the children were classified as hyperactive. Correlations between ratings of hyperactivity and peer rejection were 0.74 for boys and 0.13 for girls. The characteristics that caused teachers to see pupils as troublesome were different from those so regarded by the pupils themselves. Implications for working with hyperactive children are discussed.

WE 004 874

Waber, Deborah P.

Biological Substrates of Field Dependence: Implications of the Sex Difference.

Affil—Children's Hospital Medical Center, Boston, Mass.
Journal Cit—Psychological Bulletin; v84 n6 p1076-87 Nov 77
Data Base ID—PASEP78; 60-5328
Descriptors—Attribution Theory, Biology, *Cognitive Style, Maturation, *Psychophysiology, Sex Differences, Visual Perception
Identifiers—*Field Dependence, Spatial Relations

The article illustrates how biological issues can figure in the analysis of a specific problem in psychological investigation, describes the reported sex difference in field dependence, and discusses the implications of such an analysis for the psychological theory on which the field dependence construct is based. Males consistently show a more field-independent cognitive style than do females. Studies that have related sex difference to social environmental variables have yielded equivocal results. Evidence that the sex difference in spatial ability reflects a constellation of genetic, endocrinological, and neurological factors is discussed. Since perceptual field dependence is strongly correlated with spatial ability, these biological factors probably figure in that sex difference as well. Data are also reviewed that suggest that (physically) early maturers are field dependent and late maturers are field independent, on the basis of both cognitive and personality measures. Thus, maturational rate may be an important intervening variable in the field dependence construct. Finally, interpretations of field dependence that integrate personality, cognition, and physiology are offered, and the implications for the differentiation hypothesis of H. A. Witken et al (1962) are discussed. (81 ref)

WE 004 875

Stoner, Sue   Bandy, Mary A.

Personality Traits of Females Who Participate in Intercollegiate Competition and Nonparticipants.

Affil—Eastern Illinois Univ., Charleston.
Journal Cit—Perceptual and Motor Skills; v45 n1 p332-34 Aug 77
Data Base ID—PASEP78; 60-5318
Descriptors—Athletics, College Students, *Individual Characteristics, Intercollegiate Programs
Identifiers—*Women Athletes

The EPPS was administered to 30 females who participated in intercollegiate competition in individual sports, 30 females who participated in team sports, and 30 female nonparticipants. There were no significant differences in scores for the group of participants in individual sports and those in team sports on the 15 scales. Significant differences were found on 4 of the 15 scales between the groups of nonparticipants and participants. The subjects in team sports had a higher need for deference than nonparticipants, while nonparticipants had a higher need for intraception, change, and heterosexuality. Nonparticipants had a higher need for change and intraception than those in individual sports.

WE 004 876

Chandler, Theodore A.   Dugovics, David A.

Sex Differences in Research on Locus of Control.

Affil—Kent State Univ., Ohio.
Journal Cit—Psychological Reports; v41 n1 p47-53 Aug 77
Data Base ID—PASEP78; 60-5284
Descriptors—*Academic Achievement, *Locus of Control, Sex Differences, Undergraduate Students

The researchers attempted to determine whether variance unaccounted for in correlations between internal locus of control and academic achievement scores for 291 male and 272 female undergraduates could be attributed to sex differences in locus of control. Males' and females' responses to the Adult Nowicki-Strickland Internal-External Control Scale, using a modified format, were factor analyzed separately and compared. Results indicate similar factor structures for males and females, with significant differences obtained on 5 of 40 items.

WE 004 877

Duncan, Pam   Hobson, G. N.

Toward a Definition of Aggression.

Affil—Victoria Univ. (British Columbia).
Journal Cit—Psychological Record; v27 n3 p545-55 Sum 77
Data Base ID—PASEP78; 60-5199
Descriptors—*Aggression, Sex Differences, Sex Role

Difficulties in defining and manipulating aggression have resulted in many highly contrived and relatively meaningless studies. Based on a belief that "real" people in the "real" life situation would be capable of reasonable communication about this matter, the present study took the form of a questionnaire survey of 522 male and 411 female adults (18 years and older) concerning the behavioral characteristics they use to describe aggressive and nonaggressive males and females. They were also asked to state what typical situational conditions provoked aggression. Subjects generally were in agreement about what the word aggression stands for, and aggression was seen to be a dichotomous construct having a good-bad dimension. It was also found that males typically claimed stronger aggressive feelings in interpersonal types of situations; females considered themselves to be more aggressive (than males) in intrapsychic events.

WE 004 878

Wesley, Frank   Welsey, Claire

Sex–Role Psychology.

Pub Date—77
Note—224p.
Available from—Human Sciences Press, 72 Fifth Avenue, New York, N. Y. 10011 (Hardcover, $12.95, Paper, $6.95)
Data Base ID—PASEP78; 60-5177
Descriptors—Higher Education, Psychology, *Sex Role, *Textbooks

This is a textbook for undergraduate and graduate psychology students.

WE 004 879

Walker, Lorraine   Friedman, S. Thomas

Professional Women's Attitudes toward the Dual Role of Women.

Affil—Texas Univ., Austin.
Journal Cit—Psychological Reports; v41 n1 p327-34 Aug 77
Data Base ID—PASEP78; 60-5175
Descriptors—Parent Role, Professional Personnel, *Role Perception, Teachers, Work Attitudes, *Working Women

Examined is the structure of professional women's attitudes toward the dual roles encompassed in motherhood and occupational career. A dual-role scale of 19 items was constructed and administered with other scales to 84 female nursing school faculty members each with at least one child at home. Factor analytical techniques produced a three-dimensional attitudinal model–the career as enriching family life, role equality, and primary role priority. Relationships between these attitudinal components and other measures of feminine involvement and demographic variables are presented.

WE 004 880

Rozsnafszky, Jane   Hendel, Darwin D.

Relationship between Ego Development and Attitudes toward Women.

Affil—Minnesota Univ., Minneapolis.
Journal Cit—Psychological Reports; v41 n1 p161-62 Aug 77
Data Base ID—PASEP78; 60-5173
Descriptors—College Students, *Self Concept
Identifiers—*Sex Role Attitudes

The article examines the relationship between liberal attitudes toward the role of women (as measured by the Attitudes Toward Women Scale) and mature ego level (as measured by the Washington University Sentence Completion Test) in 56 freshman women (28 enrolled in women's studies and 28 in freshman English). Liberal attitudes were positively correlated (.21 to .39) with both global measures of ego development for each group of subjects. Findings suggest that an important dimension of the women's movement may be the espousal of principles of self-realization and identity associated with higher ego level.

WE 004 881

Price-Williams, Douglass R.   Ramirez, Manuel

Divergent Thinking, Cultural Differences, and Bilingualism.

Affil—California Univ., Los Angeles.
Journal Cit—Journal of Social Psychology; v103 n1 p3-11 Oct 77
Data Base ID—PASEP78; 60-5108
Descriptors—Bilingualism, Black Youth, *Creativity, Cultural Differences, Elementary School Students, Mexican Americans, Sex Differences

Sixty-three Mexican-American, 61 Black, and 59 Anglo fourth graders of low socioeconomic status (approximately evenly divided on the basis of sex) were tested with the Unusual Uses (UU) subtest of the Torrance Tests of Creative Thinking and the Peabody Picture Vocabulary Test. Anglo subjects scored higher than the Blacks and Mexican-Americans on the Peabody test. Mexican-American and Black males scored higher than Anglo males on both fluency and flexibility as measured by the UU. Black males scored higher on fluency than any of the other subgroups. On the other hand, Anglo females scored higher on fluency and flexibility than the other females. Furthermore, Anglo females scored higher on fluency and flexibility than any of the other subgroups. Black females obtained the highest flexibility/fluency ratio. ANOVA showed a significant ethnic effect for the Peabody data and the UU flexibility data, but not for fluency. The Ethnic by Sex interactions were significant for both fluency and flexibility. Results of the male subjects supported the hypothesis that children of minority groups and children who are "balanced" bilinguals tend to do better on the UU. Female results, however, did not support this hypothesis and could not be explained by the study.

WE 004 882

Barrett, Carol J.

Women in Widowhood.

Affil—Wichita State Univ., Kans.
Journal Cit—Signs; v2 n4 p856-68 Sum 77
Data Base ID—PASEP78; 60-5042
Descriptors—Educational Needs, Emotional Adjustment, Mental Health, Social Adjustment, *Widowed

The article reviews findings on the social, emotional, financial, physical, and mental health stresses associated with widowhood. Implications are noted for changes in the ways in which educational, governmental, and other social institutions deal with the problems of widowhood.

WE 004 883

Dunham, Paul

Age, Sex, Speed, and Practice in Coincidence–Anticipation Performance of Children.

Affil—Wyoming Univ., Laramie.
Journal Cit—Perceptual and Motor Skills; v45 n1 p187-93 Aug 77
Data Base ID—PASEP78; 60-4971
Descriptors—Age Differences, Elementary School Students, Learning Experience, *Perceptual Motor Coordination, Sex Differences, Task Performance

Investigated was the effect of age, sex, speed, and practice on coincidence-anticipation (C/A) performance of 84 7- to 12-year-old elementary school children. Subjects were given 24 C/A trials, 6 each at 4 speeds, randomly presented. Each subject was required to lift his or her foot off a spring switch in coincidence with the arrival of a ball at a target flag. A score was determined as the difference between actual time and the estimate as recorded on separate .01-sec. timers. Results indicate that seven-year-old subjects' performance was inferior to those of all other age groups; boys were more accurate than girls; and all groups exhibited improvement over practice.

WE 004 884

Pargman, David

Perceptual Cognitive Ability as a Function of Race, Sex and Academic Achievement in College Athletes.

Journal Cit—International Journal of Sport Psychology; v8 n2 p79-91 77
Data Base ID—PASEP78; 60-4460
Descriptors—Academic Achievement, *Athletes, *Cognitive Style, College Students, Racial Differences, Sex Differences, *Visual Perception
Identifiers—Field Dependence, Women Athletes

The Group Hidden Figures Test (GHFT; a measure of field dependence-independence) was administered to 186 male and 88 female college athletes in order to determine if differences among various athletic subgroups would be observed. Academic achievement (cumulative GPA) and race were also treated as independent variables. Results show that female athletes were more field independent than males in some athletic team comparisons. This finding disagrees with the preponderance of data in the literature which describes females in general as demonstrating greater field dependence. Black athletes (male only, 33 subjects) were observed to be significantly more field dependent than 153 white male athletes. A significant correlation was found between GPA and GHFT scores. (French, Spanish, German, and Italian summaries) (39 ref)

WE 004 885

Wardle, Miriam G. Gross, David S.

Women and Strenuous Work.

Affil—Boston Coll., Chestnut Hill, Mass.

Journal Cit—Human Factors; v19 n5 p515-17 Oct 77

Data Base ID—PAOCT78; 60-8422

Descriptors—Job Skills, *Muscular Strength, *Task Performance, *Working Women, Young Adults

Identifiers—*Strenuous Work

Eight females (mean age 19.6 years) worked on a treadmill for a work day consisting of eight partially counterbalanced 45-minute periods (one of light work, two of moderate work, three of heavy work, and two of very heavy work) followed by a 15-minute rest period. All of the light work, 95% of the moderate work, 97.5% of the heavy work, and 92.1% of the very heavy work was completed. Results indicate that women should not be compared with men in selection for positions requiring light, moderate, heavy, or very heavy work. Rather, they should be compared with the occupational demands of the position.

WE 004 886

Harway, Michele Astin, Helen S.

Sex Discrimination in Career Counseling and Education.

Pub Date—77

Note—154p.

Available from—Praeger Publishers, Inc., 383 Madison Ave., New York, N.Y. 10017

Data Base ID—PAOCT78; 60-8397

Descriptors—*Career Education, Counseling, Postsecondary Education, *Sex Discrimination, *Vocational Counseling

Sex discrimination in vocational counseling and participation in postsecondary education are examined. Following a review of the literature and a critical discussion of the knowledge in this area, the book presents implications for policy and modes for implementing needed changes. (16 1/2 pages of references)

WE 004 887

Deo, P.

Acquisitions of Algebraic Concepts in the Pupils of Grades VI–VIII in Relation to Sex, Grades and Intelligence.

Affil—Bombay Univ. (India).

Journal Cit—Indian Educational Review; v11 n3 p70-79 Jul 76

Data Base ID—PAOCT78; 60-8226

Descriptors—Academic Ability, Age Differences, Algebra, Grade 6, Grade 7, Grade 8, *Intellectual Development, Intelligence, *Mathematical Concepts, Sex Differences

Three hypotheses regarding the acquisition of algebraic concepts were tested–that acquisition is associated with sex, school grade, and level of intelligence. The Algebraic Concepts Test and a group test of general mental ability were administered to 1,300 sixth- to eighth-grade boys and girls. It was found that levels of intelligence affect the attainment of concepts.

WE 004 888

Klass, Shirley B. Redfern, Margaret A.

A Social Work Response to the Middle-Aged Housewife.

Affil—Granite School District, Salt Lake City, Utah.

Journal Cit—Social Casework; v58 n2 p101-10 Feb 77

Data Base ID—PAOCT78; 60-8193

Descriptors—*Adult Education, *Career Opportunities, *Educational Opportunities, Middle Aged, Middle Class, Postsecondary Education, Role Perception, Self Evaluation

Identifiers—*Homemakers

A college class designed to aid middle-class, middle-aged women to define their goals and use educational and vocational opportunities is described. Taught by a social worker, the "Three-to-Get-Ready" class featured psychological tests, group interaction, information for self-exploration, and guidance on educational and vocational opportunities. A study of 110 women who graduated from the class showed that most had previously attended college and had had some work experience. Most graduates of the class reported increased self-confidence and a decrease in volunteer work. A majority stated that they were employed or furthering their education.

WE 004 889

Zimet, Sara G. Zimet, Carl N.

Teachers View People: Sex-Role Stereotyping.

Affil—Colorado Univ., Denver. Medical Center.

Journal Cit—Psychological Reports; v41 n2 p583-91 Oct 77

Data Base ID—PAOCT78; 60-8164

Descriptors—*Teacher Attitudes

Identifiers—*Sex Role Stereotypes

One hundred seventy-five female and 80 male white educators completed the Adjective Check List identifying each word as being stereotypically associated with males, with females, or with both. Those adjectives on which at least 70% of all subjects agreed were assigned by society either to males (74 adjectives) or to females (67 adjectives) were used in eight scales selected for the present analysis. Both males and females saw males as being perceived as significantly more achievement-oriented, autonomous, and aggressive and females as being seen as significantly more deferent. No significant differences in subjects' views of society's perception of males and females were found regarding personal adjustment, intraception, and favorable and unfavorable characteristics. The relationship between culturally stereotyped characteristics identified by subjects as being assigned to males and females and the characteristics associated with performance in school are discussed. (23 ref)

WE 004 890

Arora, G. L.

A Study of Relationship between Anxiety and Creative Thinking Ability.

Affil—Ramgarhia Coll. of Education, Phagwara (India).

Journal Cit—Indian Educational Review; v11 n3 p91-96 Jul 76

Data Base ID—PAOCT78; 60-8127

Descriptors—Academic Ability, *Anxiety, College Students, *Creative Thinking, Sex Differences, Teacher Education

The relationship between creativity and anxiety in 110 male and 110 female teacher trainees was studied. Results indicate that for male trainees, moderate or normal anxiety appears to be an essential prerequisite for optimum functioning of creative potential. Among women trainees, creativity is negatively related to anxiety.

WE 004 891

Kestenbaum, Sara E.

Women's Liberation for Women Offenders.

Affil—Congress of the U.S., Washington, D.C. House.

Journal Cit—Social Casework; v58 n2 p77-83 Feb 77

Data Base ID—PAOCT78; 60-8030

Descriptors—Blacks, Correctional Rehabilitation, *Criminals, *Feminism, Job Training, *Vocational Retraining

Identifiers—District of Columbia, *Womens Liberation Movement

A Washington D. C. job training program for women offenders on court probation is described. Principles arising from the women's liberation movement were applied to equip them to compete effectively in a widening employment market. In a one-month intensive training program the all-black group learned basic skills, including how to use public transportation, fill out applications, and succeed in interviews. Group sessions and role playing were used to build self-confidence, ethnic pride, and self-assertion as opposed to the passivity and/or aggression the women had previously manifested. Follow-up contacts showed that the response of the participants was positive and that many had found employment, including jobs in areas previously felt to be for men only.

WE 004 892

Greenberg, Roger P. Zedlow, Peter B.

Personality Characteristics of Men with Liberal Sex-Role Attitudes.

Affil—State Univ. of New York, Syracuse. Upstate Medical Center.

Journal Cit—Journal of Psychology; v97 n2 p187-90 Nov 77

Data Base ID—PAOCT78; 60-7501

Descriptors—College Students, *Identification (Psychological), Individual Characteristics, Males, Personality

Identifiers—Conservatism, Liberalism, *Sex Role Attitudes

The personality attributes of men oriented toward liberal sex role views were investigated. Fifty-one male college students were given the Attitudes Toward Women Scale and divided into conservative, moderate, and liberal groups. Personality differences among the groups were assessed by comparing scores on nine scales from the Adjective Check List. Findings for liberal men paralleled results reported for liberal women on some personality dimensions and complemented them on others. As with liberal women, liberal men were more spontaneous, action-oriented, risk taking, individualistic, and unconventional than the other male groups. There were also some indications of less self-control. Sex role attitudes and heterosexuality were curvilinearly related. In direct opposition to results for liberal women, male liberals evidenced the least need for achievement and dominance.

WE 004 893

Teglasi, Hedwig

Influence of Situational Factors on Causal Attributions of College Females.

Affil—Indiana Univ. of Pennsylvania.

Journal Cit—Psychological Reports; v41 n2 p495-502 Oct 77

Data Base ID—PAOCT78; 60-7477

Descriptors—*Attribution Theory, Behavior Theories, College Students, *Competition, *Cooperation, *Failure Factors, Individual Characteristics, Sex Differences, *Success Factors

Each of 72 female college students either competed or cooperated with one of 72 male or 72 female college student partners on a word-generation task. Feedback on success or failure was given following performance. The dependent measures were expectancy of success and causal attribution for success or failure. In general, a cooperative/-competitive manipulation influenced expectancies and causal attributions in the predicted direction. Females stated higher expectancies of success and were less external in causal attributions in the cooperative than in the competitive condition. However, most predictions with respect to sex of partner or of competitor were not supported. Data suggested that the pattern of causal attribution may not be an enduring personality trait of an individual but varies with the situation and that sex differences in causal attribution may be situation specific. (22 ref)

WE 004 894

Moyer, Lou J.

Changing Perceptions of and about Women: Athletics for Girls and Women: 1975.

Affil—Northern Illinois Univ., De Kalb.

Journal Cit—Association for the Study of Perception Journal; v10 n2 p1-9 Fall 75

Data Base ID—PAOCT78; 60-7400

Descriptors—*Athletics, *Changing Attitudes, Feminism, *Role Perception, Sex Role, Sex Stereotypes

Identifiers—Education Amendments 1972 Title IX, *Sex Role Attitudes, *Title IX Education Amendments 1972

Past and present perceptions of female athletic participation are reviewed. The present attitude is toward more opportunities for women in sports. Causes of this change include demands by women's rights groups for equal treatment of male and female athletic programs, societal perception of physical fitness as a desirable goal for both sexes, expanding research on women athletes, and the passage of Title IX of the Education Amendments of 1972. This new attitude has produced new concerns–who should administer athletic programs for women; how to acquire adequate funding for these programs; and whether and how to maintain separate athletic programs for men and women.

WE 004 895

Lord, Sharon B.

Sex Roles Today: What's Happening to Woman's Role?

Affil—Tennessee Univ., Knoxville.

Journal Cit—Association for the Study of Perception Journal; v10 n2 p10-14 Fall 75

Data Base ID—PAOCT78; 60-7399

Descriptors—*Changing Attitudes, Social Attitudes, Social Change

Identifiers—*Sex Role Attitudes

The inadequacy of present female sex roles is discussed. Primitive societies developed distinct sex roles in the struggle for survival. Although modern technology has freed contemporary American women from this struggle, corresponding sex role changes have occurred more slowly. It is concluded that consigning 50% of society to the role of housekeeper on the basis of sex is to ignore the unique identities, abilities, and interests of individual women.

WE 004 896

Galenson, Eleanor

Psychology of Women: I, Infancy and Early Childhood. II, Latency and Early Adolescence.

Journal Cit—American Psychoanalytic Association Journal; v24 n1 p141-60 76

Data Base ID—PAOCT78; 60-7258

Descriptors—Adolescents, Early Childhood, *Identification (Psychological), Infancy, Mothers, *Parent Child Relationship, *Psychological Characteristics, Psychotherapy, Sex Role

Identifiers—*Sex Identity

Two panel discussions devoted to an appraisal of current analytical thinking about the psychology of women are presented. The first raised issues regarding the earliest sources of feminine identity. The analysis of very young children was seen as bringing into question the classic psychoanalytic concepts of feminine development. Participants in the second panel utilized largely material from therapeutic contacts with disturbed girls. A continuing theme in both panels dealt with the differences in the earliest mother-child relationship for both sexes.

WE 004 897

Beaumont, Graham Mayes, Andrew

Do Task and Sex Differences Influence the Visual Evoked Potential?

Affil—Leicester Univ. (England).

Journal Cit—Psychophysiology; v14 n6 p545-50 Nov 77

Data Base ID—PAOCT78; 60-6870

Descriptors—Abstract Reasoning, *Cerebral Dominance, Intellectualization, Perceptual Development, *Sex Differences, Undergraduate Students, Verbal Communication, *Visual Perception

Identifiers—*Spatial Visualization, *Visual Evoked Potential

Recorded visual evoked potentials from each hemisphere of 10 male and 10 female undergraduates at a parietal and a central site while concurrent spatial or verbal mental tasks were performed. The data were analyzed by means of an automated procedure for peak identification, and each component's latency and amplitude were submitted to analysis of variance. No convincing task-hemisphere interactions were found, although several components, particularly the later ones, showed either task or hemisphere related effects. At both sites, females showed greater amplitude of the N2 component for both hemispheres and both cognitive tasks. Sex differences also emerged on components P6 and N6 which were consistent with the idea that females show differential hemisphere involvement in spatial tasks. (28 ref)

WE 004 898

Tapley, S. Marion Bryden, M. P.

An Investigation of Sex Differences in Spatial Ability: Mental Rotation of Three-Dimensional Objects.

Affil—Waterloo Univ. (Ontario).

Journal Cit—Canadian Journal of Psychology; v31 n3 p122-30 Sep 77

Data Base ID—PAOCT78; 60-6622

Descriptors—Cerebral Dominance, Imagery, *Sex Differences, *Space Orientation, Undergraduate Students, *Visual Perception

Identifiers—*Spatial Visualization

Two-dimensional computer-generated representations of three-dimensional objects were presented in pairs to 20 male and 20 female right-handed undergraduates. Subjects were given 15 seconds to make a same-different judgment of the objects, one of which was rotated 0Deg., 40Deg., 80Deg., 120Deg., or 160Deg. from the other. Subjects were also assessed on two standard spatial ability tests (the Spatial Relations subtest of the Differential Aptitude Tests, Form L, and the Standardized Road-Map Test of Direction Sense) and a verbal-imagery questionnaire. Analyses of the data showed that men were more accurate than women, and that the slope of the function relating response time to degree of rotation was steeper in women. There was a significant linear relation between performance and the degree of rotation. Rate of rotation and accuracy correlated with the other tests of spatial ability. Response time slope correlated with imagery in men but not in women, suggesting that frequent use of visual imagery was related to mental rotation rate in men, but not in women. There were no clear relations between performance and the strategy subjects professed to use in doing the mental rotation. (French summary) (18 ref)

WE 004 899

Villemez, Wayne J. Touhey, John C.

A Measure of Individual Differences in Sex Stereotyping and Sex Discrimination: The Macho Scale.

Affil—Florida Atlantic Univ., Boca Raton.

Journal Cit—Psychological Reports; v41 n2 p411-15 Oct 77

Data Base ID—PAOCT78; 60-6527

Descriptors—*Attitude Tests, Individual Characteristics, Psychometrics, *Sex Discrimination, Sex Role, *Sex Stereotypes

Identifiers—*Macho Scale

The Macho scale is a personality measure of individual differences in sex role stereotyping and sex discrimination. The scale fulfills satisfactory psychometric criteria of internal consistency and reliability, and the 28 items are controlled for social desirability. Personality correlates of macho include sex role orientation among males, and authoritarianism, and the scale discriminates between criterion groups (a total of 347 student and nonstudent adults) selected from different ethnic and educational subcultures. Research applications of the scale to experimental and correlational studies in personality, social psychology, and sociology are proposed.

WE 004 900

Cummins, David E. Holombo, Linda K. Holte, Carol S.

Target Specificity in a Self-Report Measure of Assertion.

Affil—Montana Univ., Missoula.

Journal Cit—Journal of Psychology; v97 n2 p183-86 Nov 77

Data Base ID—PAOCT78; 60-6456

Descriptors—*Assertiveness, Interpersonal Competence, *Self Concept Tests, *Self Evaluation, Sex Differences

Identifiers—*College Self Expression Scale

The scores of 23 male and 27 female college students on the College Self-Expression Scale and a number of derived target-specific subscales were compared to their behavior within an unobtrusive situational test of assertive behavior with a stranger. The self-report of males was target specific (i.e., their claimed level of assertion vis-a-vis a stranger was related to their subsequent behavior), while their claims regarding assertion with other targets were not. None of the self-report measures for females was significantly related to subsequent behavior.

WE 004 901

Denmark, Florence L.

The Psychology of Women: An Overview of an Emerging Field.

Affil—City Univ. of New York, N.Y. Graduate School and Univ. Center.

Journal Cit—Social Psychology Bulletin; v3 n3 p356-67 Sum 77

Data Base ID—PAJUN78; 59-11315

Descriptors—*Feminism, *Psychological Characteristics, Sex Differences, *State of the Art Reviews

The background and current state of the field of the psychology of women and its relationship to traditional areas of psychology is described. Increases are noted in the number of investigators who identify themselves with this area; papers presented at professional meetings; and journal articles, new journals, books, and dissertations dealing with the psychology of women. The content of the new literature is reviewed, the "psychologists of women" are identified, and the prospects for the future of this new field are discussed. (18 ref)

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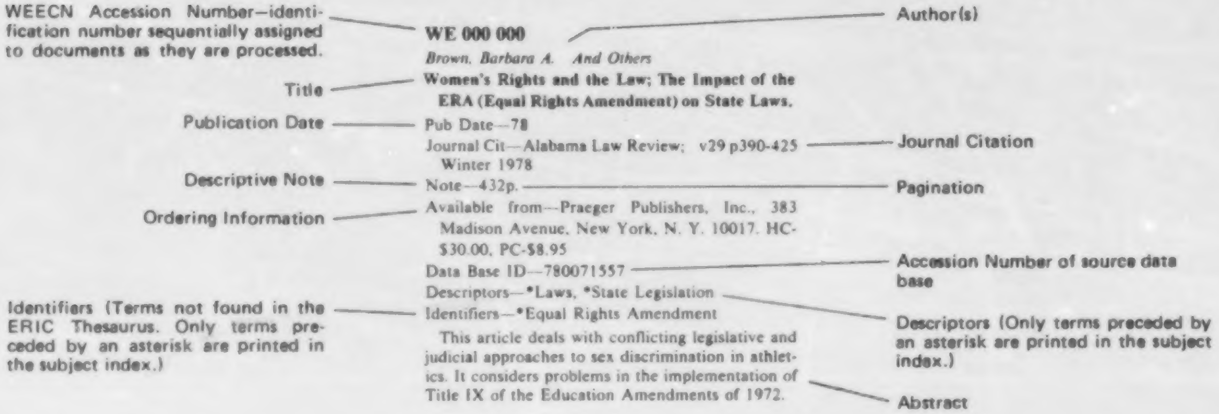
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Abstract

WE 000 000
Brown, Barbara A. And Others
Women's Rights and the Law; The Impact of the ERA (Equal Rights Amendment) on State Laws.
Pub Date—78
Journal Cit—Alabama Law Review; v29 p390-425 Winter 1978
Note—432p.
Available from—Praeger Publishers, Inc., 383 Madison Avenue, New York, N. Y. 10017. HC-$30.00, PC-$8.95
Data Base ID—780071557
Descriptors—*Laws, *State Legislation
Identifiers—*Equal Rights Amendment

This article deals with conflicting legislative and judicial approaches to sex discrimination in athletics. It considers problems in the implementation of Title IX of the Education Amendments of 1972.

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WE 004 902

Dailey, Robert C.

Women in Management: New Roles or Old Stereotypes?

Journal Cit—Louisiana Business Survey; v9 p9-11 Apr 78

Data Base ID—780167118

Descriptors—*Administrative Personnel, *Working Women

Identifiers—*Sex Role Stereotypes

WE 004 903

Brown, Scott Campbell

Moonlighting Increased Sharply in 1977, Particularly among Women.

Journal Cit—Monthly Labor Review; v101 p27-30 Jan 78

Note—Tables

Data Base ID—780161332

Descriptors—*Multiple Employment, *Working Women

WE 004 904

Steffensmeier, Darrell J.   Jordan, Charlene

Changing Patterns of Female Crime in Rural America, 1962-75.

Journal Cit—Rural Sociology; v43 p87-102 Spr 78

Note—Bibliography, tables

Data Base ID—780160126

Descriptors—*Criminals, *Rural Population

WE 004 905

Oversight Hearing on Federal Enforcement of EEO Laws; Hearing, October 20, 1977.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor. Subcommittee on Employment Opportunities.

Pub Date—78

Note—42p.; 95th Congress, 1st Session

Data Base ID—780159919

Descriptors—*Civil Rights Legislation, *Equal Opportunities (Jobs), *Government Employees

This document describes equal employment opportunity laws as applied to federal employment.

WE 004 906

"Sexist" Social Security under Attack.

Journal Cit—U. S. News and World Report; v84 p81-82 May 29 78

Data Base ID—780158828

Descriptors—*Sex Discrimination

Identifiers—*Social Security

Working wives, homemakers and divorced women say they've been shortchanged by the retirement system; the problem is—can the shaky pension setup afford to be more generous?

WE 004 907

Women in Nontraditional Jobs: A Program Model.

Women's Bureau (DOL), Washington, D.C.

Pub Date—78

Note—79p.; Tables, diagram, chart

Available from—Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 029-000-00319-0)

Data Base ID—780157927

Descriptors—Demonstration Programs, *Working Women

Identifiers—Massachusetts (Boston), *Nontraditional Career Choice

A nontraditional occupations program for women in Boston is described.

WE 004 908

Blacks and the Sexual Revolution.

Journal Cit—Black Scholar; Apr 78

Note—Whole issue of Black Scholar, April 1978

Data Base ID—780157496

Descriptors—*Blacks, Ethics, *Sexuality

Identifiers—*Black Women

WE 004 909

Cohen, Paz

A Double Standard of Justice.

Journal Cit—Civil Rights Digest; v10 p10-19 Spr 78

Data Base ID—780155341

Descriptors—*Juvenile Courts, *Sex Discrimination

Juvenile courts treat young women differently.

WE 004 910

Hersher, Judy

CETA's $11 Billion: Jobs Program for the Disadvantaged at a Crossroads.

Journal Cit—Civil Rights Digest; v10 p2-9 Spr 78

Data Base ID—780155339

Descriptors—*Employment Programs, *Jobs, Unemployed, *Unemployment

Identifiers—*Comprehensive Employment and Training Act

Alleged failure of the Comprehensive Employment and Training Act to meet the needs of women, minorities, and the poor is discussed.

WE 004 911

Ginsburg, Ruth Bader

Sex Equality and the Constitution: The State of the Art.

Journal Cit—Women's Rights Law Reporter; v4 p143-47 Spr 78

Data Base ID—780154832

Descriptors—Civil Rights, *Court Litigation, *Sex Discrimination

The article discusses constitutional bases for legal suits.

WE 004 912

Squires, Gregory D., Ed.

Inequality and Public Policy: The Ethics of Affirmative Action.

Pub Date—77

Note—Proceedings of a conference held at Michigan State University, East Lansing, Michigan, Dec. 6, 1976. Sponsored by the Human Rights Information Service, Institute for Community Development

Available from—Institute for Community Development, Continuing Education Service, Michigan State University, 27 Kellog Center, East Lansing, Mich. 48824 ($1.50)

Data Base ID—780153260

Descriptors—*Affirmative Action, Conference Reports, *Public Policy

WE 004 913

Baer, Judith A.

The Chains of Protection.

Pub Date—78

Note—238p.; Contributions in Women's Studies No. 1 (ISSN 0147-104X); Bibliography, indexes

Available from—Greenwood Press, Inc., 51 Riverside Ave., Westport, Conn. 06880. $16.95 (LC77-82695) (ISBN 0-8371-9785-6)

Data Base ID—780150771

Descriptors—*Civil Rights Legislation, *Equal Opportunities (Jobs), *Labor Legislation, Working Women

The book deals with the judicial response to women's labor legislation.

WE 004 914

Drinkhall, Jim

Ladies of the Bar.

Journal Cit—Wall Street Journal; v191 p46 May 31 78

Data Base ID—780150707

Descriptors—*Lawyers, Professional Occupations, Working Women

Women attorneys, now over 9% of those in the profession, keep making gains in all areas of legal work.

WE 004 915

Smith, Lee

"Equal Opportunity" Rules Are Getting Tougher.

Journal Cit—Fortune; v97 p152-54 Jun 19 78

Note—Illustrations

Data Base ID—780144499

Descriptors—Affirmative Action, *Equal Opportunities (Jobs), *Equal Protection

With federal bureaucrats watching ever more closely, hiring a new employee will become an even trickier balancing act.

WE 004 916

Zelnik, Melvin   Kantner, John F.

Contraceptive Patterns and Premarital Pregnancy among Women Aged 15-19 in 1976.

Journal Cit—Family Planning Perspectives; v10 p135-42 May-Jun 78

Note—Illustrations, tables, charts

Data Base ID—780143132

Descriptors—*Contraception, *Illegitimate Births, Pregnancy, Teenagers

WE 004 917

Tarr-Whelan, Linda

Educating Women Workers (about Collective Bargaining).

Journal Cit—Labor Law Journal; v29 p292-99 May 78

Note—Address

Data Base ID—780141936

Descriptors—*Collective Bargaining, *Labor Unions, *Working Women

WE 004 918
Perez-Ramirez, Gustavo
Unveiling Women in Statistics.
Journal Cit—Populi; v5 n1 p17-22 78
Data Base ID—780141645
Descriptors—*Sex Discrimination, *Statistics

Many data collections reflect a defective coverage of women. Often, and quite literally, "women don't count" (especially in economic statistics).

WE 004 919
PR: "The Velvet Ghetto" of Affirmative Action.
Journal Cit—Business Week; p122 May 8 78
Note—Illustrations
Data Base ID—780139777
Descriptors—*Administrative Personnel, Affirmative Action, *Equal Opportunities (Jobs), *Public Relations, Working Women

Many companies are adding more women to their public relations departments to compensate for their scarcity in other professional or managerial capacities that usually lead more directly to top management.

WE 004 920
Wehren, Aileen
Non–Print Resources in Women's Educational Equity.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Program Staff.
Pub Date—78
Note—243p.; Bibliography, indexes; also indexed under the title, Resources in Women's Educational Equity–Non-Print Media and Materials
Available from—Supt. of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order No. 017-080-01836-5)
Data Base ID—780139690
Descriptors—*Audiovisual Aids, Equal Education, Feminism, *Womens Education

WE 004 921
Rans, Laurel L.
Women's Crime: Much Ado About–?
Journal Cit—Federal Probation; v42 p45-49 Mar 78
Note—Tables, charts
Data Base ID—780119698
Descriptors—*Criminals

Causes of female criminality in the United States are discussed. (Based on a conference paper.)

WE 004 922
Shaeffer, Ruth Gilbert   Axel, Helen
Improving Job Opportunities for Women. Report No. 744.
Pub Date—78
Note—87p.; Tables, charts
Available from—Conference Board, Inc., 845 Third Ave., New York, N.Y. 10022; (LC78-55456); (ISBN 0-8237-0177-8)
Data Base ID—780119333
Descriptors—*Employment Opportunities, Working Women

This chartbook focuses on the progress in business.

WE 004 923
Schlachter, Gail Ann
Directory of Financial Aids for Women.
Pub Date—78
Note—200p.; Indexes
Available from—Reference Service Press, 9023 Alcott, Suite 201, Los Angeles, Calif. 90035. $15.95 (LC 77-78149) (ISBN 0-918276-02-2)
Data Base ID—780116820
Descriptors—*Directories, *Financial Support, *Student Financial Aid

This is a listing of scholarships, fellowships, loans, grants, internships, awards, and prizes designed primarily or exclusively for women; women's credit unions; sources of state educational benefits; and reference sources on financial aids.

WE 004 924
Cassel, Robert
Are Present Laws Effectively Ending Employment Discrimination against Women and Minorities?
Journal Cit—Transactions of the Commonwealth Club of California; v72 p3-27 Mar 20 78
Note—Tables
Data Base ID—780114903
Descriptors—*Civil Rights Legislation, *Equal Opportunities (Jobs)

WE 004 925
Vitters, Alan G.   Kinzer, Nora Scott
Women at West Point: Change within Tradition.
Journal Cit—Military Review; v58 p20-28 Apr 78
Note—Illustrations, tables
Data Base ID—780111856
Descriptors—Changing Attitudes, Military Personnel, *Military Schools
Identifiers—*Military Academy (West Point NY)

WE 004 926
Seager, Daniel A., Comp.
Women's Studies: A Guide to Resources Available in the University of Northern Colorado Libraries. Exchange Bibliography No. 1506–1507.
Pub Date—78
Note—109p.
Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Ill. 61856 ($11.00)
Data Base ID—780107477
Descriptors—*Bibliographies, *Resource Materials, University Libraries, *Womens Studies
Identifiers—University of Northern Colorado

WE 004 927
Chiswick, Barry R., Ed.   O'Neill, June A., Ed.
Human Resources and Income Distribution: Issues and Policies.
Pub Date—77
Note—231p.; Bibliography, tables, charts, index. Based on Reports of the U. S. Council of Economic Advisers
Available from—W. W. Norton and Co., Inc., 500 Fifth Ave., New York, N. Y. 10036. Hardcover $12.50 (LC 77-9031) (ISBN 0-393-05623-6), Paperback $4.95 (ISBN 0-393-09131-7)
Data Base ID—780107061
Descriptors—*Economic Factors, Employment Opportunities, *Human Resources, Welfare Services
Identifiers—*Income Distribution

This publication examines in depth the basic economic factors that account for differences in earnings and employment and then gauges the economic impact registered by government programs ranging from social security to food stamps to measures designed to give women and racial minorities equal access to job opportunities.

WE 004 928
Discrimination on the Basis of Pregnancy; Hearings Held April 26–29, 1977.
Congress of the U.S., Washington, D.C. Senate Committee on Human Resources. Subcommittee on Labor.
Pub Date—77
Note—582p.; Illustrations, tables, 95th Congress, 1st Session. For a related document, see Resources in Education, ED 151 706
Data Base ID—780105966
Descriptors—*Civil Rights Legislation, *Pregnancy, *Sex Discrimination, Working Women
Identifiers—*Civil Rights Act 1964 Title VII, Title VII Civil Rights Act 1964

These hearings were held on Senate Bill 995 which would amend Title VII of the Civil Rights Act of 1964 to prohibit sex discrimination on the basis of pregnancy.

WE 004 929
Austin, Roy L.
Race, Father–Absence, and Female Delinquency.
Journal Cit—Criminology; v15 p487-504 Fall 78
Note—Bibliography, tables
Data Base ID—780103669
Descriptors—*Delinquency, *Fatherless Family, *One Parent Family
Identifiers—California (Costa County)

WE 004 930
De Noyelles, Diana A., Ed.
Women in California: A Guide to Organizations and Resources.
Pub Date—77
Note—172p.; Indexes
Available from—Center for California Public Affairs, P.O. Box 30, Claremont, Calif. 91711. $16.75 (LC 76-4327) (ISBN 0-912102-26-8)
Data Base ID—780102035
Descriptors—*Directories, Feminism, *Organizations (Groups), Resources
Identifiers—*California

WE 004 931
Liddiard, Ronald
The American Way to Helping Losers to WIN.
Journal Cit—Municipal and Public Services Journal; v86 p108-09 Feb 10 78
Data Base ID—780101235
Descriptors—Employment Opportunities, Federal Programs, *Job Training, *Mothers, *Working Parents
Identifiers—*Aid to Families with Dependent Children, *Work Incentive Program

A federally funded work incentive program designed to help persons who receive aid to families with dependent children obtain and keep work is described.

WE 004 932
Elisburg, Donald
Equal Pay in the United States.
Journal Cit—Labor Law Journal; v29 p195-208 Apr 78
Note—Based on an address; Also cited in Current Index to Journals in Education, EJ 179 221
Data Base ID—780098313
Descriptors—*Civil Rights Legislation, *Salary Differentials, Sex Discrimination
Identifiers—*Equal Pay Act 1963

This article concerns the development and implementation of the Equal Pay Act of 1963.

WE 004 933
Women: Their Struggle for Equality. A Selected Bibliography.
Washington State Legislature, Olympia.
Pub Date—77
Note—18p.; 2nd edition; bibliography
Available from—Washington State Library, Olympia, Wash. 98504
Data Base ID—780097260
Descriptors—*Bibliographies, *Civil Rights

WE 004 934
Novick, Andrea   Griffiths, David
Sex–Segregated Public Schools: Vorchheimer v. School District of Philadelphia and the Judicial Definition of an Equal Education for Women.
Journal Cit—Women's Rights Law Reporter; v4 p79-96 Win 78
Data Base ID—780096876
Descriptors—*Court Litigation, *Equal Education
Identifiers—Pennsylvania (Philadelphia), Vorchheimer v School District of Philadelphia

WE 004 935

Vladeck, Judith P. Young, Margaret M.
Sex Discrimination in Higher Education.
Journal Cit—Women's Rights Law Reporter; v4 p59-78 Win 78
Note—Tables
Data Base ID—780096864
Descriptors—*Equal Opportunities (Jobs), *Faculty Recruitment, *Higher Education, *Sex Discrimination, Working Women

WE 004 936

Axel-Lute, Paul, Comp.
Selected Federal Documents on Women's Rights.
Journal Cit—Women's Rights Law Reporter; v4 p126-32 Win 78
Data Base ID—780096852
Descriptors—*Bibliographies, *Civil Rights

WE 004 937

Squires, Gregory D.
Affirmative Action: A Guide for the Perplexed.
Pub Date—May 77
Note—204p.; Bibliography, illustrations, tables, charts
Available from—Institute for Community Development, Continuing Education Service, Michigan State University, 27 Kellogg Center, East Lansing, Mich. 48824. $4.50 (LC 77-620021)
Data Base ID—780153272
Descriptors—*Affirmative Action, *Civil Rights Legislation, Court Cases, Equal Education, Equal Opportunities (Jobs), Federal Aid, Housing, Voting Rights

This paper summarizes the major United States legislation, court decisions, executive orders, and implementing regulations which have shaped the civil rights enforcement effort in the areas of employment, education, housing, voting rights, and programs receiving federal assistance. It includes a directory of federal organizations involved in enforcement, research, advocacy, or other civil rights-related activities.

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SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	
	Ewer, Phyllis A. Gibbs, James O.	Author(s)
Title	**School Return among Pregnant Adolescents.**	
	Affil—Illinois Univ., Chicago. Chicago Circle Campus.;Loyola Univ., Chicago, Ill.	Author's Institutional Affiliation
Journal Citation	Journal Cit—Journal of Youth and Adolescence; v5 n2 p221-29 June 1976	
Descriptive Note	Note—Also cited in Psychological Abstracts, 55-19122	
	Data Base ID—SAAPR77; 7713748	Announcement Journal of source data base Sociological Abstracts Accession Number
Descriptors (Only terms preceded by an asterisk are printed in the subject index.)	Descriptors—*Dropout Prevention, Experimental Programs, High School Studentz, *Pregnant Students	
Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)	Identifiers—*Depression (Psychology)	
	A program was undertaken by the Department of Gynecology and Obstetrics of the Emory University School of Medicine with a group of adolescent pregnant girls who were permitted to attend day school, up to and immediately after birth of the child (and receive caseworker support) and a control group of counterparts who were encouraged or required to withdraw from day school when the pregnancy was discovered. No special caseworker support was afforded the control group, and utilization of existing channels of encouragement open to school dropouts was evaluated in this context. More members of the test group (38%) claimed some school attendance during the pregnancy quarter and returned to day school attendance after the pregnancy (51%). However, high rates of return to other than day school programs were reported. (3 tables)	Abstract
Abstractor	(T. Babitsky)	

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Sociological Abstracts

WE 004 938

Stolzenberg, Ross M. Waite, Linda J.

Age, Fertility Expectations and Plans for Employment.

Affil—Illinois Univ., Urbana.

Journal Cit—American Sociological Review; v42 n5 p769-83 Oct 77

Data Base ID—SAJUN78; 78J3071

Descriptors—Age, Employment Patterns, *Occupational Aspiration

Identifiers—Fertility, Sex Role Stereotypes

The relationship between fertility and female labor force participation is a key subject in several branches of sociology. Since sex role norms and the widespread use of birth control devices give American women much more control over their fertility and substantial choice in labor force activity, the development of labor force participation plans and fertility expectations is highly relevant to actual labor force participation and fertility. Data from a 1973 national sample including 3,589 young women, ages 19-29, reveal a strong linear relationship (correlation = -.96) between women's age and the impact of their labor force participation on their expected fertility. It is hypothesized that this is due to increasing awareness of older women of the impact of childbearing on labor force participation. This hypothesis survives tests against several alternative hypotheses. Policy implications and research possibilities are considered. 1 figure, 3 tables. Modified HA

WE 004 939

Schramm, Sarah Slavin

Women's Studies: Its Focus, Idea Power and Promise.

Affil—George Washington Univ., Washington, D.C.

Journal Cit—Social Science Journal; v14 n2 p5-13 Apr 77

Data Base ID—SAJUN78; 78J3067

Descriptors—*Higher Education, Program Effectiveness, *Womens Studies

This is an analysis of the focus, idea power, and promise of women's studies in the face of its growth and increasing stability. The source of the analysis is numerous primary writings about women's studies. Women's studies is considered a parallel development with the contemporary women's movement, focusing on interactive intellectual and effective dimensions in academic and nonacademic settings. It includes growing recognition of inconsistency between the academy's conflict orientation and women's studies' more collective nature. Women's studies verbalize feminist assumptions consistently and coherently. Such explication has a wide-ranging and startling ideological impact on the women's movement which heretofore experienced an almost total absence of coherent ideology. It becomes apparent that pragmatic activists devoting themselves almost exclusively to legal/legislative approaches to change in women's status by means of traditional political tactics are behaving inconsistently with feminist assumptions. The solution to the dilemma of inconsistency lies with conscious attempts to create structures and procedures better suited to women's needs than those of an historical system which largely has denied them. Conscious attempts along these lines are typical of the idea power which characterizes women's studies. The promise of women's studies as ideology and organizational strategy lies in its collective orientation–in effect a refusal to imitate the conflictual orientation of the prevailing system. The collective process is, to a certain degree, a conceptual mechanism which is not absolutely attainable. It could be visualized as a goal. It implies maturity among those working to achieve it and willingness to seek out critical combinations of diverse intellectual and effective viewpoints. Such promise has its problems, but these are not irremediable. Through women's studies, an approach to sexism inculcating feminist assumptions and institutional change can be undertaken. The promise of women's studies is wholly indigenous; it is a perspective of women's own. AA

WE 004 940

Mosak, Harold H. Schneider, Seymour

Masculine Protest, Penis Envy, Women's Liberation and Sexual Equality.

Journal Cit—Journal of Individual Psychology; v33 n2 p193-202 Nov 77

Data Base ID—SAJUN78; 78J3058

Descriptors—*Feminism, Males, *Self Concept, Sex Stereotypes, *Social Attitudes

Identifiers—*Adler (Alfred), Penis Envy, *Sexual Equality

A. Adler's concept of "masculine protest" is defined and clarified in terms of Freud's notion of penis envy. While penis envy is confined solely to women, masculine protest subsumes not only women who envy the cultural prestige accorded to men, but men who feel inferior to the socially-defined standards of masculinity. In this way, masculine protest is seen more as a culturally- or socially-defined phenomenon than a physiological one. Although, as with Freud's notion, masculine protest is used to explain neuroses, it is seen as a more universal concept applying to many forms of inferiority feelings. Above all, Adler stressed the need for equality between the sexes as a means of achieving true sexual harmony. To the extent that the women's liberation movement seeks equality with men, and not domination over them, it remains in tune with Adler's beliefs. M. Cain

WE 004 941

Homer, Anthony R. Howe, Florence

Feminism and the Education of Women.

Affil—State Univ. of New York, Old Westbury.

Journal Cit—Journal of Education; v159 n3 p11-24 Aug 77

Data Base ID—SAJUN78; 78J3050

Descriptors—*Educational History, *Feminism, *Womens Education, Womens Studies

Identifiers—Womens Colleges

A study is presented of three phases of women's education. The seminary movement established secondary education for women but provided training only in the areas required to teach young children. The establishment of elite women's colleges allowed women, for the first time, to study "men's curriculum." The women's movement, for the past seven years, has sought to transform traditional curricula through the study of women's history, achievements, status, and potential. Modified HA

WE 004 942

Haines, Patricia Foster

For Honor and Alma Mater: Perspectives on Coeducation at Cornell University, 1868–1885.

Affil—Pennsylvania Univ., Philadelphia.

Journal Cit—Journal of Education; v159 n3 p25-37 Aug 77

Data Base ID—SAJUN78; 78J3046

Descriptors—*Coeducation, *Higher Education, Socialization

Identifiers—*Cornell University NY

The inception of coeducation at Cornell University is investigated, with particular emphasis on the "Sage College Memorial" or protest letter of the women of Sage College in reference to the compulsory residence requirement imposed on them by H. W. Sage and the Board of Trustees. The conflict between the women and the Board of Trustees is outlined, and the development of coeducation at Cornell into a deliberate program for gender-role socialization is described. Modified HA

WE 004 943

Fritschner, Linda Marie

Women's Work and Women's Education.

Affil—California State Univ., Sacramento.

Journal Cit—Sociology of Work and Occupations; v4 n2 p209-34 May 77

Data Base ID—SAJUN78; 78J3044

Descriptors—Attribution Theory, Demography, *Educational Change, Employment Patterns, Rural to Urban Migration, *Sex Role, Technological Advancement, *Womens Education

Technical-functionalism, the concept most often used to explain educational change, views educational expansion primarily in terms of preparation for jobs newly created by technological innovation and economic transformations. A study is presented which questions the simple and direct interpretation of the relationship between educational and occupational change in the period from 1870 to 1920. Using U. S. Census data, the shifting occupational patterns of women and changing immigration patterns of that time are traced. Increasing emigration from farms to cities affected the Midwest, Northeast, South, and West differently. Although women's education, which was synonymous with home economics education, arose at different times and took different forms in each of these regions, in all of them it was a formula to preserve a passing order and to control change. Home economics education was intended to divert women from employment outside the home by upgrading the status of housework, thus placing the home at a competitive advantage with the alternative employment opening to women in the 1870 to 1920 period. 1 table. Modified HA

WE 004 944

Florin, John W.

Varieties of Southern Women.

Affil—North Carolina Univ., Chapel Hill.

Journal Cit—Southern Exposure; v4 n4 p95-97 76

Data Base ID—SAJUN78; 78J3042

Descriptors—Birth Rate, *Demography, Divorce, Income, Marriage, *Southern States

Identifiers—Black Women

A demographic analysis of the women of the southern United States is conducted with respect to fertility ratio, infant mortality, percent of families living below the poverty level, percent of blacks below the poverty level, number of men per 1,000 women, number of black men per 1,000 black women, number of marriages per 1,000 residents, number of divorces per 1,000 residents, percent of working women over age 16, and median family income. 10 figures. M. Cain

WE 004 945

Enjeu, Claude Save, Joana Brown, Kathy
The City: Off-Limits to Women.
Journal Cit—Liberation; v18 n9 p9-13 Jul-Aug 74
Data Base ID—SAJUN78; 78J3040
Descriptors—Municipalities, *Social Opportunities, *Urban Culture
Identifiers—*Status of Women

The spatial structure of cities reflects male domination in the sexual division of labor and illustrates the position generally imposed on women in society. Cities are not just neutral forms and structures; they are social institutions that express social relations and reinforce them. Because women appear to mingle with the urban crowd, there is the illusion of equal mobility and access, but the reality is one of restrictions, domains, and prohibitions. The city is for men; the home is for women. When women enter the male preserve, they are channeled and their access is controlled by risk and fear, or they are tolerated with restrictions. Women cannot go out walking at night alone and cannot enter parks in the daytime without children. Those who break these social and moral norms and then get victimized are blamed for bringing it on themselves. Men can reassert their domination by escorting ladies under their protection. When women shop in the city, they are simply regarded as frivolous consumers–either applauded for their "buying power" or criticized for their being "spendthrifts." Neither boutiques nor markets are true meeting places, equal to male cafes, clubs, or corners. The resources of the city to which women have access are always compartmentalized to pressure them to move along quickly while forcing them to haggle carefully to avoid being cheated. Women lack true meeting places in the urban environment where they can organize themselves–except for their own home. Women should seek to appropriate urban space to develop a power base from which to attack the hierarchies that exploit, exclude, or downgrade them. The choice is either back to the labyrinths–or subversion. A. Karmen

WE 004 946

Burstyn, Joan N.
Early Women in Education: The Role of the Anderson School of Natural History.
Affil—Rutgers, The State Univ., New Brunswick, N.J.
Journal Cit—Journal of Education; v159 n3 p50-64 Aug 77
Data Base ID—SAJUN78; 78J3035
Descriptors—*Educational History, *Graduate Study, *Womens Education
Identifiers—Agassiz (L), *Anderson School of Natural History

L. Agassiz's two-year summer school program (1873 and 1874) on Penikese Island, off Massachusetts, is examined in terms of its significance in the history of the education of women. Agassiz's programs–known as the Anderson School of Natural History–admitted 30 women for postbaccalaureate studies at a time when formal graduate study elsewhere was closed to them. It is felt that his program led to greater acceptance of females as graduate students and research colleagues by their male counterparts. As a result of their experience at the Anderson School, graduates were able to change science teaching at several women's colleges and to prepare other young women to become professional scientists. Modified HA

WE 004 947

Bottomly, Margaret Sampson, Shirley
The Case of the Female Principal: Sex Role Attitudes and Perceptions of Sex Differences in Ability.
Affil—La Trobe Univ., Bundoora (Australia).-;Monash Univ., Clayton, Victoria (Australia).
Journal Cit—Australian and New Zealand Journal of Sociology; v13 n2 p137-40 Jun 77
Data Base ID—SAJUN78; 78J3033
Descriptors—Discipline, High School Students, *Leadership Qualities, Principals, Sex Differences, *Student Opinion
Identifiers—Australia, *Sex Bias, *Sex Role Attitudes

Investigating a widespread belief in Australian society that females are not suitable as leaders, students' opinions were studied concerning leadership abilities of males and females, sex role attitudes generally, and discipline practices of principals. A 50-item multiple-choice questionnaire was administered to a sample of 1,600 13- to 16-year-old students, selected from four class levels in 10 coed high schools in Victoria, five with female, five with male principals. Summary measures of modern and traditional sex role attitudes were constructed. Female principals were found to be as involved with the discipline of boys as male principals were with girls, and to be selected as authority figures as often. Sex role attitude measures revealed significant differences between male and female students, with boys much more conservative than girls. Whereas a majority of girls believed men and women could be equally competent at four nominated leadership tasks, on no task did a majority of boys perceive females or both male and female to be competent. Opinions of males may thus account for widespread beliefs in female unsuitability for leadership. AA

WE 004 948

Boneparth, Ellen
Evaluating Women's Studies: Academic Theory and Practice.
Affil—San Jose State Univ., Calif.
Journal Cit—Social Science Journal; v14 n2 p23-31 Apr 77
Data Base ID—SAJUN78; 78J3032
Descriptors—*Curriculum Evaluation, Higher Education, *Womens Studies

Some theoretical concerns are raised regarding the academic evaluation of women's studies programs. First, various rationales for the establishment of women's studies programs are discussed. Criteria for evaluating program and course content are proposed. The future of women's studies, either as a separate discipline or as a course of study integrated into the traditional disciplines, is explored. Specific evaluation techniques including experimental approaches, student evaluations, and follow-up student interviews are proposed. AA

WE 004 949

Aptheker, Bettina
W. E. B. Du Bois and the Struggle for Women's Rights: 1910–1920.
Affil—San Jose State Univ., Calif.
Journal Cit—San Jose Studies; v1 n2 p7-16 May 75
Data Base ID—SAJUN78; 78J3027
Descriptors—*Civil Rights, Social History
Identifiers—*Black Women, *Du Bois (W E B), *Womens Suffrage Movement

W. E. B. Du Bois (1868-1963), the founder of the modern Afro-American liberation movement and the father of Pan-American socialism, was a scholar of extraordinary scope and depth. Between 1910 and 1920 he edited Crisis magazine in his capacity as Director of Research and Propaganda for the National Association for the Advancement of Colored People. A conspicuous theme in much of his work was the subjugation of women–most especially black women–within the social, cultural, and personal milieu of contemporary America. Du Bois's contribution to the struggle for women's emancipation was threefold. He originated theoretical ideas on the nature of women's oppression and liberation; he gave practical and consistent support to the women's rights movement–in particular campaigning for the passage of women's suffrage in the pages of Crisis–and he focused attention on the special suffering–especially the sexual abuse–of black women. In his thinking on women, Du Bois was influenced by socialist ideas and in particular by the work of his contemporary, C. P. Gilman. He also had the special insights afforded by the uniqueness of the black experience in America. In apprehending one of the great ironies of slavery, Du Bois asserted that because black women had been forced to labor in the fields and forced to suffer all the punishments meted out to men, they had attained an equality with men unknown to their white counterparts. "Our women in black," Du Bois concluded, "had freedom thrust contemptuously upon them." Having attained this freedom, this independence from men, black women were in a position to give leadership to the whole struggle for women's emancipation. Du Bois's most important book from his concern with women's emancipation perspective was "Darkwater, Voices from within the Veil," a collection of essays, poems, and parables published in 1920 (reprint edition, New York: Schocken Books, 1969). In his essay "The Damnation of Women," Du Bois combined the socialist theory of Gilman with his own understanding of the black experience and so projected a new theory which saw in the independence of black women, the potential for the emancipation of all women. The obvious practical implications of this theoretical conclusion were the possibility of, and necessity for, an alliance between the two freedom movements. Du Bois consistently supported the organized women's rights movement. He also consistently did battle against all manifestations of racism within that movement, so as to make the alliance between women and black people possible and effective. AA

WE 004 950

Adix, Shauna
Education for Women: The Utah Legacy.
Affil—Utah Univ., Salt Lake City.
Journal Cit—Journal of Education; v159 n3 p38-49 Aug 77
Data Base ID—SAJUN78; 78J3025
Descriptors—Coeducation, Educational History, Equal Education, *Higher Education, *Womens Education
Identifiers—*Sex Role Stereotypes, *University of Utah

A study is presented of the history of women at the University of Utah from 1850 to 1915 to determine why women were admitted to that institution at a time when such a practice was relatively uncommon nationwide. Data were gathered from the Records Center and Archives of the University of Utah, manuscripts at the University of Utah, and the Historical Department, Church of Jesus Christ of Latter-Day Saints, Salt Lake City. The inclusion of women had a pragmatic economic base, did not give them equal access to university resources, increasingly reinforced prevalent social expectations by educating them for roles as wives, mothers, and teachers, and was not rooted in a basic commitment to equal education for men and women. Modified HA

WE 004 951

Verster, J. U.
Juvenile Marriages: Some Sociological Aspects.
Affil—Human Sciences Research Council, Pretoria (South Africa).
Journal Cit—Humanitas; v3 n1 p17-23 75
Data Base ID—SAJUN78; 78J2812
Descriptors—*Adolescents, Age Differences, *Marriage, Social Class, Socioeconomic Status, *Success Factors
Identifiers—South Africa

Juvenile marriages reveal three characteristics–lower socioeconomic strata, premarital conception, and poor marital adjustment. These three characteristics were empirically analyzed in research undertaken by the Institute for Sociological, Demographic and Criminological Research of the Human Sciences Research Council. Married couples (n=952) in the metropolitan area of Pretoria between 1 November 1966 and 3 September 1967 were studied. The age for women did not exceed 35 years, while no husband's age was more than 9.9 years or less than 4.9 years than his wife's age. For both partners, the marriage was the first. In 1970, 865 of the 952 couples were retested for marital adjustment. In both studies, only the responses of the women were used as data. The test consisted of 15 questions relating to camaraderie, consensus, affection, accommodation, and euphoria. Each of these aspects was found increasingly present in marriages begun by older persons. Findings concluded that the effect of socialization in the lower socioeconomic class which results in lack of educational motivation and poor family life leads girls to seek early marriages with unrealistic expectations. The pattern of low socioeconomic status, premarital conception, and early marriage can be expected to be repeated by the offspring of these marriages. To prevent unsatisfactory early marriages, the lower class must adopt, through education, the values, behavior, and goals of the middle class. 5 tables. Modified HA

WE 004 952

Ritchie, Jane   Villiger, John   Duignan, Paul
Sex Role Differentiation in Children: A Preliminary Investigation.
Affil—Waikato Univ., Hamilton (New Zealand).
Journal Cit—Australian and New Zealand Journal of Sociology; v13 n2 p142-45
Data Base ID—SAJUN78; 78J2810
Descriptors—Androgyny, *Anxiety, Cross Cultural Studies, Elementary School Students, *Test Validity
Identifiers—*Childrens Androgyny Scale, New Zealand, *Sex Identity, United States

A simple pencil-and-paper scale–the Children's Androgyny Scale–for measuring sex role differentiation in children has been developed. The scale is suitable for either individual or group administration to children ages 9-12. Results from its first administration to 148 New Zealand primary school children show that the scale does separate subjects into four sex role categories–masculine, feminine, androgynous, and undifferentiated–and that the pattern of distribution is similar to that obtained with similar scales and adult subjects both in New Zealand and California. Subjects also completed the State-Trait Anxiety Inventory for Children (STAIC); mean anxiety scores for children in each of the four sex role categories were very similar, indicating that children who did not fall into the traditional "masculine" and "feminine" sex role categories were no more anxious than those who did. 5 tables. AA

WE 004 953

Mackey, Wade C.
The Adult Male–Child Bond: An Example of Convergent Evolution.
Affil—Virginia Univ., Charlottesville.
Journal Cit—Journal of Anthropological Research; v32 n1 p58-73 Spr 76
Data Base ID—SAJUN78; 78J2795
Descriptors—Cross Cultural Studies, *Parent Child Relationship, Sex Differences
Identifiers—Mexico, Spain, United States

To determine minimal amounts of adult male-child interaction, and child association by gender, anonymous observations of contact were made in Spain, Mexico, and the United States. In Virginia, there were 132 sites for observation (n=4,499 children). In Mexico, there were 16 sites (n=2,212 children). In four Spanish cities, there were 16 observation sites (n=1,738 children). Both male and female adults had equal access to the observation sites, and recordings took place at times when male adults had access to the children and were not required to be at work. Observations were divided into adult male-child interaction, adult female-child interaction, and adult female, adult male-child interaction. Children were classified by gender and divided into three age groups–0-4 years, 5-7 years, and 8 years old to puberty. Adult females were expected to have the greatest frequency of association with children even when the culture and responsibilities did not prevent males from associating with children. In all three countries, older boys were overrepresented in the male-only groups. As boys become more mature, they increasingly associate with male-only groups. The older boys are also overrepresented in the male/female groups in the United States and Mexico. Girls are overrepresented in the adult female-child groups in the three countries, but not to the extent of the adult male-male child group. The amount of adult male-male child contact represents a special relationship not found in the female adult-girl dyads. Further research could address the question of whether the adult male-male child dyad is based upon historical and biological food hunting and sharing roles of males. The amount of adult males' contact with children was significant in its own right and surpassed expectations based upon histories and observations of the other social primates. 3 tables. A. Rothman

WE 004 954

Betancourt, Raul
Sex Differences in Language Proficiency of Mexican–American Third and Fourth Graders.
Affil—California State Univ., Fresno.
Journal Cit—Journal of Education; v158 n2 p55-65 May 76
Data Base ID—SAJUN78; 78J2789
Descriptors—Elementary School Students, *Language Proficiency, *Mexican Americans, Sex Differences, Spanish Speaking

Mexican-American third and fourth graders (n=162) were administered a language proficiency test (Moreno Test of Oral Proficiency) and vocabulary test (Peabody Picture Vocabulary) in English and Spanish on two occasions. Males scored significantly higher on Spanish proficiency, contrary to general research findings. The sample was further divided into high and low Spanish-ability groups and analyzed with parallel results. However, female scores on Spanish proficiency were even lower for the high group than the low. A cultural inhibition hypothesis was proposed–partly based on Maccoby's integrative hypothesis–to account for these results. 2 tables. AA

WE 004 955

Gilbert, Sandra M.
Plain Jane's Progress.
Affil—California Univ., Davis.
Journal Cit—Signs; v2 n4 p779-804 Sum 77
Data Base ID—SAJUN78; 78J2446
Descriptors—*Characterization, English Literature, Literary Criticism, Nineteenth Century Literature
Identifiers—*Jane Eyre

Her mind "contains nothing but hunger, rebellion, and rage" said M. Arnold of Charlotte Bronte. Such a statement might also be made about Jane Eyre, the protagonist of Bronte's most popular novel, who is not just a "poor, obscure, plain, and little" governess, but an angry, Bryonic, and covertly feminist heroine. Her story, providing a paradigm for countless others since the nineteenth century, is not just the Cinderella romance it has usually been considered, but rather an allegorical Bildungsroman–modeled on John Bunyan's influential Pilgrim's Progress–about Everywoman's growth to maturity in a patriarchal society. Because this is so, one of the novel's crucial characters is not just Jane's lover, Edward Rochester, but Rochester's mad first wife, Bertha Mason, who is really Jane's dark double, an overtly enraged alter ego who enacts and eventually facilitates Jane's desperate striving for power and independence. AA

WE 004 956

Slaughter, M. Jane
Women and Socialism: The Case of Angelica Balabanoff.
Affil—New Mexico Univ., Albuquerque.
Journal Cit—Social Science Journal; v14 n2 p57-65 Apr 77
Data Base ID—SAJUN78; 78J2257
Descriptors—*Feminism, Politics, *Social History, *Socialism
Identifiers—*Balabanoff (Angelica), Status of Women

The relationship between feminism and radical politics in the western tradition is examined focusing on the first two decades of the twentieth century and the activities of Angelica Balabanoff. Looking at the life of this socialist woman and comparing her experiences to those of her contemporaries (e.g., A. Kollontai, C. Zetkin, A. Kuliscioff), an attempt is made to answer the following questions. What motivated these women to become involved in the socialist movement? Once in the movement, what were their theoretical stands and actions relative to the status and condition of women? Using diaries, memoirs, essays, and periodicals of the time, it is evident that certain of these women were clearly feminist, concentrating on women's issues even in the face of party opposition. Others, among them Balabanoff, supported the women's issues but first and foremost were socialists. Without the leadership of the feminist contingent, changes in the status and condition of women could not have occurred. AA

WE 004 957

Young, Rosalie F.
Current Sex–Role Attitudes of Male and Female Students.
Affil—Wayne State Univ., Detroit, Mich.
Journal Cit—Sociological Focus; v10 n3 p309-23 Aug 77
Data Base ID—SAJUN78; 78J1858
Descriptors—Changing Attitudes, College Students, Role Conflict, *Role Perception, Sex Differences
Identifiers—*Sex Role Attitudes, Womens Liberation Movement

A study is presented of male and female sex role attitudes in terms of two current issues–changing female roles and the women's liberation movement. Data were collected from 120 full- and part-time students at Oakland University in the winter of 1976. Subjects responded to five statements regarding the conflict between childrearing and work outside the home for women. Although uncertainty characterized many responses, the majority of students accepted the role of change. Approval of role change was primarily associated with experiential factors rather than with basic socialization. Women's liberation was also accepted, although to a lesser degree than was normative change. 3 tables. Modified HA

WE 004 958

Hudis, Paula M.
Commitment to Work and Wages–Earnings Differences of Black and White Women.
Affil—Indiana Univ., Bloomington.
Journal Cit—Sociology of Work and Occupations; v4 n2 p123-46 May 77
Data Base ID—SAJUN78; 78J1793
Descriptors—*Racial Differences, *Salary Differentials, Working Women
Identifiers—Black Women

Studies of earning differences between black and white women consistently indicate that the major source of black women's lower annual earnings is their smaller human capital accumulation, in the form of schooling, and their less-prestigious occupations. Present data, gathered through the National

Longitudinal Survey of the Labor Market Experience of Mature Women by the U. S. Department of Labor, indicate that black women partially compensate for these deficiencies by achieving a higher rate of wage return on their human capital and occupational status. Earning models are examined for black and white women 30-44 years old. Results indicate that experience does influence differential wage returns to schooling and occupational status by enhancing the value of these characteristics for women with high education, greater prestige occupations, and extensive work experience. 2 tables, appendix. Modified HA

WE 004 959

Dill, John R. Bradford, Corine E. Prudent, Suze Semaj, L. Harper, Jay

Sex-Role Preference in Black Preschool Children Using a Modification of the IT Scale for Children.

Affil—City Univ. of New York, N.Y.

Journal Cit—Perceptual and Motor Skills; v41 n3 p823-28 Dec 75

Data Base ID—SAJUN78; 78J1771

Descriptors—Black Youth, Preschool Children, Racial Differences, Sex Differences, *Sex Role

Identifiers—IT Scale for Children, *Preference Measures, *Sex Identity

The IT Scale for Children (Brown, D. G., IT Scale for Children, Missoula, Mont.: Psychological Test Specialists, 1956) involves the use of a sexually ambiguous stick figure called "IT." When a series of sex-typed pictures is presented, the child's sex-typed choices are projected through the "IT" figure. Using 46 boys and 47 girls of preschool age enrolled at New York City public day care centers, a study was conducted to measure sex role preference of black children. Data showed that the majority of children identified "IT" as their own sex. Using data obtained in similar comparison studies, results revealed significant differences between the present sample and black boys in the comparison sample, no difference between the present sample and the original normative white sample of boys, no differences between the girls in the present sample and black and white comparison samples, and that black children seem to manifest sex role preference similar to their white peers, although girls' scores are more variable. Previous assumptions regarding the socialization of sex role behavior of black children should be reconsidered. 2 tables. Modified HA

WE 004 960

Coles, Gerald S.

Dick and Jane Grow Up: Ideology in Adult Basic Education Readers.

Affil—Rutgers, The State Univ., New Brunswick, N.J. Medical School.

Journal Cit—Urban Education; v12 n1 p37-54 Apr 77

Data Base ID—SAJUN78; 78J1766

Descriptors—*Adult Basic Education, Content Analysis, *Reading, Textbook Bias, *Textbook Content

Examined are sex, race, and social class ideology in adult basic education readers. A quantitative analysis was made of adult basic education readers for grade levels 1-3. Race and sex roles were examined by content tabulation of the number of males, females, and minorities, their occupations, and personal characteristics. Social class ideology was examined by analyzing the expression in the stories of four ideological themes-harmony of interest, individualism, happy consciousness, and blaming the victim. Discrimination against women and minorities, and the concurrent dominant position of white males, were found in the readers. Story characteristics were portrayed as overwhelmingly isolated, conformist, uncritical, and frequently filled with self-blame. This suggests that the ideology of these texts supports the interests of dominant groups in our society. AA

WE 004 961

Arbuthnot, Jack

Sex, Sex-Role Identity, and Cognitive Style.

Affil—Ohio Univ., Athens.

Journal Cit—Perceptual and Motor Skills; v41 n2 p435-40 Oct 75

Data Base ID—SAJUN78; 78J1752

Descriptors—*Cognitive Style, *Predictor Variables, Sex Differences

Identifiers—Field Dependence, Sex Identity

Two studies were conducted to test competing theoretical predictions concerning the relationships among sexes, sex role identity, and field independence: 1) The position that maleness and masculinity, regardless of biological sex, are associated with field independence; 2) the contention that sex-reversed sex role identity, irrespective of sex, is predictive of field independence. The first study, conducted with 110 high school males, all Caucasian, and predominantly lower middle class, used the portable Rod-and-Frame Test (Oltman, P. "A Portable Rod-and-Frame Apparatus," Perceptual and Motor Skills, 1968, 26, 503-506) and the J. P. Guilford and W. Zimmerman male-female Scale (The Guilford-Zimmerman Temperament Survey, Manual of Instructions, Beverly Hills: Sheridan Supply Co. 1949) to assess masculinity. The second study, conducted with 78 psychology students (47 females and 31 males) used the D. N. Jackson version of the Embedded Figures Test ("A Short Form of Witkin's Embedded-Figures Test," Journal of Abnormal and Social Psychology, 1956, 53, 254-255) to assess field independence. Analysis of the data indicated support for the second hypothesis, but only for males. No main effects due to sex were found. Modified HA

WE 004 962

Meeker, Barbara F.

Interaction in a Cooperative Game: Status, Sex Roles and Task Behavior.

Affil—Maryland Univ., College Park.

Journal Cit—Pacific Sociological Review; v20 n4 p475-91 Oct 77

Data Base ID—SAJUN78; 78J1741

Descriptors—College Students, *Cooperation, *Group Behavior, Sex Differences, Sex Role, Social Relations, Task Performance

Three experiments were performed to determine if men and women behave differently when working on a cooperative project. The relationship between sex roles, gender status, and behavior were investigated, focusing on individual contribution to the group task, by same-sex dyads. The sample was chosen from volunteer college students who received remuneration for participating in the experiments. Subjects made predictions about the other person's choice in a decision-making task with two possible choices. Each subject indicated a preference for contribution to the group score. In the second experiment, recipients shared responsibility for decision making. The third experiment alternated shared and individual responsibility for decisions. It was expected that females would make more non-maximizing cooperative choices and that males would be more motivated by personal gain and the possibility of earning money related to scores. The hypothesis was supported; females did tend to be more cooperative; however, both males and females attempted to develop a strategy that was mutually rewarding for both members of the dyad. Status in a cooperative situation most encourages people to maximize their contributions for the good of the group. 9 tables. A. Rothman

WE 004 963

Goffman, Erving

The Arrangement between the Sexes.

Affil—Pennsylvania Univ., Philadelphia.

Journal Cit—Theory and Society; v4 n3 p301-31 Fall 77

Data Base ID—SAJUN78; 78J1683

Descriptors—Sex Differences, *Sex Role, *Social Influences

The limited range of biological differences between men and women in industrial societies does not obviously dictate which social roles they can fulfill. An account of these roles as social phenomena is offered. The heart of the situation is the existence of the sex classes of male and female, distinguished in ways prescribed by social norms which go beyond biological differences and may conflict with them. Women as a social class have certain disadvantages and certain advantages; as a disadvantaged group they are somewhat cut off from one another and are given some stake in the fortunes of the men to whom they are linked. Unlike other disadvantaged groups, women are held in high regard in some respects; aspects of this include the courtship process and the extension of courtesy to women. These two aspects are partially linked through the greater readiness of men to show courtesy to young and attractive women. The family offers a training ground for these roles, typically containing adults and children of both sexes. Many institutions putatively based on sexual differences are, in fact, means of producing them or of making them significant. This represents institutional reflexivity, the production by institutions of the conditions which justify their existence. These role differences produce distinct differential contingencies of public activity for the two sexes. W. H. Stoddard

WE 004 964

Skolnikoff, A. Z. Briehl, M. H. Schor, J. Tausend, H. Schafer, R. Gluckman, R. A. Van Dam, H. Prozan, C. Brunie, W. Hirz, R. And Others

Panel Reports-Psychology of Women: Late Adolescence and Early Adulthood.

Journal Cit—Journal of the American Psychoanalytic Association; v24 n3 p631-45 76

Data Base ID—SAAPR78; 78J1533

Descriptors—*Adolescents, *Psychological Characteristics, Self Concept, *Sexuality, *Young Adults

The third of a symposium of four panels on the development of psychoanalytic theory on the psychology of later adolescent and early adult women was held at the annual meeting of the American Psychological Association, Beverly Hills, California, May 4, 1975. C. Settlage characterized early adolescence as a time of recapitulation and initial confrontation with puberty; late adolescence is a time of experimentation and mastery of new adult drives and capacities with revision of the sense of self; young adulthood is a time of consolidation and testing. E. Galenson summarized the two previous panels. B. R. Easser focused on women's problems relative to self-image; without acceptance of genital tensions and body changes, there can be no fulfillment for the girl either in heterosexuality or in motherhood. S. Ritvo's presentation, derived in part from analytic case material, defined the task of the adolescent ego as resisting regressive pulls, "loosening infantile object ties and forming new ones, uniting erotic aggressive and tender feelings, and integrating the biological functions of childbearing with other life goals." I. K. Jawetz defined the task of late adolescence and young adulthood as the achievement of independent functioning within an intimate relationship, learning to choose between various potentialities. P. M. Spielman states that pleasures in ego development in their own right have not been sufficiently emphasized but have been regarded as displacements from genital concerns. Brief comments were added by H. Lichtenstein, L. Friedman, R. Hirz, W. Brunie, C. Prozan, H. Van Dam, R. A. Gluckman, R. Schafer, H. Tausend, J. Schor, M. H. Briehl, and A. Z. Skolnikoff. C. Strong

WE 004 965

Warren, Mary Anne

Secondary Sexism and Quota Hiring.

Affil—San Francisco State Univ., Calif.

Journal Cit—Philosophy and Public Affairs; v6 n3 p240-61 Spr 77

Data Base ID—SAAPR78; 78J1532

Descriptors—College Administration, College Faculty, *Employer Attitudes, *Equal Opportunities (Jobs), Quotas, Sex Discrimination

Primary and secondary sexism are described regarding job discrimination against women, with special reference to college and university teaching and administration positions. Primary sexism–unfair discrimination on the basis of sex–is generally due to dislike, distrust, or contempt for women, or to unjustified convictions concerning women's abilities. Secondary sexism involves actions, attitudes, and policies that are concerned with sex-correlated factors or criteria and which result in an unfair impact upon some women. It is indirect, and not as easily identifiable, and generally furthers injustices which are due to primary sexism. Parallels are drawn between secondary sexism and secondary racism and antihomosexualism regarding perpetuating mechanisms. Examples of secondary sexism in university hiring include "last hired-first fired" and antinepotism rules. Their unfairness is examined, emphasizing that the surrounding social circumstances are morally objectionable, and the policies increase other social injustices. Mandatory hiring quotas based on the proportion of qualified and available women candidates should exist. This is called a weak quota system, the fairness and necessity of which are demonstrated. Such a system would compensate women for past and present injustices and generate role models for other women; these would be side effects and would not constitute basic arguments for the system. C. Grindle

WE 004 966

Spacks, Patricia Meyer

Women's Stories, Women's Selves.

Journal Cit—Hudson Review; v30 n1 p29-46 Spr 77

Data Base ID—SAAPR78; 78J1528

Descriptors—*Moral Development, Nineteenth Century Literature, *Self Concept, Sex Differences, Twentieth Century Literature

Identifiers—de Beauvoir (Simone)

Women's "goodness" has traditionally meant self-suppression; because of such selflessness women are seen as more inclined to and better suited for upholding high ideals. Because women are expected to be understanding and service-oriented and always concerned with the needs of others, they harbor great fear of disapproval and rejection. Three excerpts from nineteenth-century writings by women illustrate this. Women are considered unable to develop a morality comparable in complexity and rigorous individuality to that of men because they are so preoccupied with others' needs. There is a contradiction between the views that women are good (upholders of high ideals) and not good (unable to generate morality). What women say about themselves varies from what they actually do; they often characterize themselves as men might, but do not necessarily act so. Twentieth-century examples are presented from diaries and records of women. Female themes most often cover service and love, weakness and inadequacy. By professing and believing in adherence to prevailing standards of conduct, many women avoid taking certain responsibilities; thus, proclaimed goodness is not actually occurring. Even in postfeminist movement literature, women evidence the same tendencies, although new standards of conduct replace the old ones. A more sophisticated possibility for female ethics exists in women who see themselves as moral without associating morality with fear; the works of Simone de Beauvoir illustrate this. Some women can potentially form a morality which combines some of the traditional "male" capacities with "further wisdom which may be particularly female." C. Grindle

WE 004 967

Morantz, Regina Markell

Making Women Modern: Middle Class Women and Health Reform in 19th Century America.

Affil—Kansas Univ., Lawrence.

Journal Cit—Journal of Social History; v10 n4 p490-507 Jun 77

Data Base ID—SAAPR78; 78J1524

Descriptors—Changing Attitudes, *Medical Services, Middle Class, *Social History

Identifiers—*Status of Women

Social historians have yet to adequately explore either the connection between health reform and advances in nineteenth-century medicine or the role of women in the active promotion and adoption of rationalistic health practices. As life expectancy increased and infant mortality declined, sickness gradually ceased to be endemic. More importantly, fatalistic attitudes toward death and disease gave way to the conviction that good health was within the reach of everyone. The nature and impact of these changes cannot be explained merely by recounting the heroic strides made by medical scientists during these years. The nineteenth-century health revolution was far more pervasive; its advocates were not only great men of science but ordinary men and women who promulgated and implemented new attitudes toward public and personal cleanliness. Two questions are explored–the relationship of health reform to modernization and the connection between women's interest in health reform and changes in their status. Although observations are made concerning the first of these problems, the primary focus is to suggest a tentative framework for explaining women's roles in the health reform movement. AA

WE 004 968

Farley, Jennie   Brewer, June H.   Fine, Susan W.

Women's Values: Changing Faster Than Men's?

Affil—Cornell Univ., Ithaca, N.Y.

Journal Cit—Sociology of Education; v50 n2 p151 Apr 77

Data Base ID—SAAPR78; 78J1519

Descriptors—*Changing Attitudes, Sex Differences, Undergraduate Students, *Values

In 1972, a study of shifts in value patterns of college students was conducted, sampling 977 male and female undergraduates at Cornell University, and compared with similar studies which were conducted in the 1950s (Goldsen, R. K., Rosenberg, M., Williams, R. M., Jr., and Suchman, E. A., "What College Students Think," Princeton: Van Nostrand, 1960) and in 1974 (see SA 1939/17083). Answers to the question, What three things or activities in your life do you expect to give you the most satisfaction?, show that men are less likely now to rank career first than they were in the 1950s, and the importance of leisure has grown for men, as has the commitment to religion. Although the women showed an increased commitment to religion and leisure, unlike the men they also showed an increased commitment to career, showing that changes in attitudes since the 1950s have been more significant for women. 1 table. D. McGuire

WE 004 969

Bernard, Richard M.   Vinovskis, Maris A.

The Female School Teacher in Ante–Bellum Massachusetts.

Affil—Wisconsin Univ., Madison.;Michigan Univ., Ann Arbor.

Journal Cit—Journal of Social History; v10 n3 p332-45 Spr 77

Data Base ID—SAAPR78; 78J1512

Descriptors—*Educational History, Social History, Teaching Conditions, United States History, *Women Teachers

Identifiers—Antebellum, Massachusetts

Based on the federal manuscript censuses, a social analysis of female teachers in the era of Horace Mann is presented to move beyond traditional historical and biographical approaches to the experiences of Massachusetts women (20%) who taught school at some time. Teaching, although initially attractive as a means of escaping farm life, provided young women with little freedom and independence. Female instructors found themselves dominated by male principals and school board members. Poorly trained (despite the growth of normal schools), underpaid, and with little hope for advancement, most taught less than three years, then married or took industrial jobs. Teaching thus held young women in a paternalistic limbo between their parents' homes and marriage or other careers. 1 table, 5 figures. AA

WE 004 970

Furstenberg, Frank F., Jr.

The Social Consequences of Teenage Parenthood.

Affil—Pennsylvania Univ., Philadelphia.

Journal Cit—Family Planning Perspectives; v8 n4 p148-64 Jul-Aug 76

Data Base ID—SAAPR78; 78J1205

Descriptors—*Pregnancy, *Social Problems, *Teenagers

Identifiers—*Early Childbearing

Based on excerpts from his book "Unplanned Parenthood: The Social Consequences of Teenage Childbearing" (New York: Free Press, 1976), the results are presented of a longitudinal study of 404 teenage mothers and 269 classmates who did not become pregnant in early adolescence. Reported is the impact of an early pregnancy on educational, occupational, marital, and childbearing patterns. Also examined are the response of the family (through interviews with the grandparents) and the results on the offspring (through interviews with the preschool children in the final follow-up). The mothers were first contacted during pregnancy and reinterviewed one, three, and five years after delivery. A subsample of fathers was also contacted. The young mothers consistently experienced greater difficulty than their classmates in realizing life plans; early childbearing adversely affected their chances of school completion, finding stable employment, and remaining married. However, despite their similarity at the outset, (most were low-income, black, unmarried), considerable divergence in their career patterns was evident five years later. The reasons why certain young mothers are able to cope successfully with the problems created by early childbearing while others are not are discussed. Singled out for particular attention are the roles of the father and of the young mother's immediate family in mediating the impact of the unplanned pregnancy. Social policy implications of early childbearing are mentioned, with a view to various policy alternatives. AA

WE 004 971

Astin, Helen S.

Sex Differences in Mathematical and Scientific Precocity.

Affil—California Univ., Los Angeles.

Journal Cit—Journal of Special Education; v9 n1 p79-91 Spr 75

Data Base ID—SAAPR78; 78J1197

Descriptors—*Academic Aptitude, Elementary School Students, Family Influence, *High Achievers, Junior High School Students, *Mathematics, Occupational Aspiration, *Sciences, *Sex Differences

An investigation of sex differences in mathematical and scientific precocity was conducted to provide information in the area of career choice, on development of the two subjects, and on women in general. Data were drawn from two sample populations–seventh-, eighth-, and ninth-grade boys and girls who had participated in a math and/or science contest during 1972, and a group of exceptional sixth-grade students. The sex differences on aptitudes and such variables as occupational plans, liking for school, and family background were analyzed to determine the differences of precocious children by sex in terms of their aspirations, school experiences, and family characteristics. Career goals and interests of girls appear to be related to the study of mathematics in high school and college. Precocious students tend to come from typical middle-class families in which the mother is more achievement-oriented than the father. Boys showed interest and precocity in math and/or science at a much earlier age, and reports of parents indicated that boys received more encouragement than girls to play with science-related toys. 7 tables. Modified HA

WE 004 972

Dohrmann, Rita

A Gender Profile of Children's Educational TV.

Affil—Drake Univ., Des Moines, Iowa.

Journal Cit—Journal of Communication; v25 n4 p56-65 Aug 75

Data Base ID—SAAPR78; 78J0941

Descriptors—*Childrens Television, Educational Television, Sex Stereotypes, Television Viewing

Identifiers—*Sex Role Stereotypes

The presence of any gender-determined pattern on the widely acclaimed children's educational programs is significant because sex role socialization and TV viewing affects children's behavioral and attitudinal modes, and sex role analyses of children's programming, particularly educational programs, has not been as sophisticated as those conducted on other program types. The study was designed to control age within sex roles (adult male, child male, adult female, child female); to delineate standard characterizations selected for each age/sex groups (e.g., minor role); to determine each group's frequency of behaviors associated with the values of mastery (e.g., physical aggression) and dependency (e.g., victim of physical aggression); and to determine the frequency of these behaviors males and females direct to each other. Teams of monitors independently coded the possible 18 characterization and 18 behavioral categories with satisfactory reliability. The sample, composed of two each of Sesame Street, The Electric Company, Misterrogers Neighborhood, and Captain Kangaroo, yielded 390 characters, 76% of whom were male. By age grouping, 65% were adult males, 11% child males, 16% adult females, and 8% child females. Males seemed to most heavily dominate roles of societal power and those resulting from TV's technical freedoms and imagination. The characters performed 603 coded acts. Both male age groups were more than twice as likely to exhibit masterful behaviors than dependent ones. The female child evenly split her behavioral reportory, and the adult female exhibited dependency significantly more often than she did mastery. One of the males, usually the boy, is more likely than both female groups to perform adult tasks rather than routine services, give rather than follow orders, be rewarded rather than admiring, achieve rather than fail, ridicule rather than be insulted, be clever rather than incompetent, and rescue others rather than be rescued. Both the women and girls exhibited the opposite pattern. Both male groups tended to interact almost exclusively with each other, regardless of the nature of the interaction. The majority of female interactions, both child and adult, were with males. When they did get together, males were significantly more likely to be on the masterful side of the interaction and females on the dependent side. The gender profile integrally woven into the cast of characters, the means by which they act out their selected roles, and the consequences of their relationships indicate a symbolic message of comparative gender worth with implications of its effect on the young child audience, half of whom are females. 5 tables. Modified AA

WE 004 973

Anastasi, Anne

Commentary on the Precocity Project.

Affil—Fordham Univ., Bronx, N.Y.

Journal Cit—Journal of Special Education; v9 n1 p93-103 Spr 75

Data Base ID—SAAPR78; 78J0929

Descriptors—*Academic Aptitude, Sex Differences, *Success Factors

The precocity project differs from early research by replacing the global I. Q. with indices of outstanding performance in particular areas of developed ability and through intervention programs for individual students rather than just through identification and description. Intraindividual variability from trait to trait, verbal ability, development of cognitive strategies, and liking for school are discussed. Suggestions are made to use the California Personality Inventory and Adjective Checklist to learn more fully about the development and origins of math talent, and further investigations of home environment and antecedent experiences are recommended. A critique of sex differences suggests that further research, such as systematic comparative data on boys and girls regarding childrearing practices and parental attitudes, would greatly illuminate the development of individual abilities. Modified HA

WE 004 974

Chafe, William H.

Sex and Race: The Analogy of Social Control.

Affil—Duke Univ., Durham, N.C.

Journal Cit—Massachusetts Review; v18 n1 p147-76 Spr 77

Data Base ID—SAAPR78; 78J0627

Descriptors—*Discriminatory Attitudes (Social), *Racial Discrimination, *Sex Discrimination

Identifiers—Status of Blacks, Status of Women

Throughout the history of its use, the analogy between sex and race discrimination, with special reference to the women-black comparison, has been vigorously upheld and deeply resented. Similarities in experience between blacks and women are cited. These include denial under law of status as people, informal all-pervading discrimination, and discrimination with respect to economic opportunities. Thus, both blacks and women have suffered a curtailment of aspirations of upward mobility and accomplishment. Corollaries of this include inaccurate portrayals of character, stigma against deviation from character norms, and economic and political dependence on white men. Arguments against the sex-race analogy cite disparities between actual suffering levels of the two groups, the intimate relationship of women and white men, and the distant relationship between blacks and white men, with special note on the case of black women, the levels of consciousness concerning oppression, the differing historical experiences of each group, and the collective ghetto life of the blacks and the lack of collectivity of women. The sex-race analogy is examined in an alternate way which focuses on the processes of social control in the United States rather than on stereotypes and ascribed attributes. Control of blacks was evidenced in the forms of physical intimidation, white economic domination of the definitions and limitations of black aspirations, and the blacks' own perpetuation (out of self-defense) of status-quo acceptance. Control of women followed similar lines. Forms of resentment of both groups are similar; each reinforces the status-quo. Thus, with respect to processes and forms of social control, strong associations can be made between women and blacks, an analogy for potentially understanding possible social changes. C. Grindle

WE 004 975

Busby, Linda J.

Sex-Role Research on the Mass Media.

Affil—Iowa State Univ., Ames. Telecommunicative Arts.

Journal Cit—Journal of Communication; v25 n4 p107-31 Aug 75

Data Base ID—SAAPR78; 78J0578

Descriptors—Bibliographic Citations, *Mass Media, *Sex Role

This article is an overview and summary of research to date on how the mass media portray sex roles and influence perception of them. Content studies and effects studies are explored, and the methodologies are evaluated and compared. Specific media are examined including TV advertising, magazine fiction, textbooks, children's literature, children's TV programming, etc. A 118-item bibliography is included. AA

WE 004 976

Moulton, Ruth

Women with Double Lives.

Affil—Columbia Univ., New York, N.Y.

Journal Cit—Contemporary Psychoanalysis; v13 n1 p64-84 Jan 77

Data Base ID—SAJUN78; 78J3061

Descriptors—*Family Problems, Role Conflict, *Working Women

Identifiers—*Extramarital Affairs, Married Women

The impact of new sexual and career freedom has altered many women's passive acceptance of traditional and frequently dissatisfying marriages. Among more intelligent and assertive career women, an increasingly common phenomena is the extramarital affair. These women lead "double lives" from the standpoints of professional vs. personal, and husband vs. lover. Cases of 25 women who were beginning therapy were selected to examine this phenomena. The women were between 30 and 40 years old; all but two had been married; three were divorced. Three psychodynamic factors were common to all the women and led to the sexual "acting out"-an earlier supportive father who later withdrew support of the ambitious female, leaving her to feel betrayed; very negative identification with the mother who felt threatened by the daughter; covert dependency needs. The three factors resulted in sex used by the women to satisfy dependency feelings, to give feelings of power, control, and vindication. The women also used the affair to reaffirm femininity as they broke out of the cultural domestic stereotype. The primary conflict for women with "double lives" is the nebulous and uncharted role that they are moving toward without guidelines, based upon a childhood of vague sex role identification and expectations. A. Rothman

WE 004 977

Young, Louise M.

Women's Place in American Politics: The Historical Perspective.

Affil—American Univ., Washington, D.C.

Journal Cit—Journal of Politics; v38 n3 p295-335 Aug 76

Data Base ID—SAAUG78; 78J4454

Descriptors—Civil Rights, *Feminism, Political Influences, *Political Power, *Politics, *Social History

Identifiers—*Womens Suffrage Movement

A review of the important people, documents, and movements culminating in women's suffrage is presented. Religion, an early incentive for political involvement, invested women with the spirit of revolt and individualism of the Puritan Revolution and the Reformation. Women, such as A. Hutchinson, experienced political socialization through establishment of church discussion groups, which introduced organizational tactics, self-reliance, and group dynamics. Quaker egalitarianism developed a tradition of leadership and civic responsibility. Conditions in the New World, other than religious, also contributed to the growing political involvement of women. The mutual dependence of husband and wife on the frontier enabled women to learn skills in business transactions and litigation. Land-holding women were found in legislative assemblies, while the roles of the presidents' wives cut a distinctive image of the American woman as a contributor to society. The nineteenth century was characterized by a series of movements in which women increasingly became politically active. The abolition of slavery, the Fourteenth Amendment controversy, temperance, the agrarian revolt, and the beginnings of the suffrage movement found women organizing pressure groups, editing partisan newspapers, and petitioning state legislatures. Involvement, particularly in the abolition movement, enhanced women's sensitivity to their own second-class status, resulting in the Call to a Woman's Rights Convention and a Declaration of Sentiments which clarified the meaning of equality. Liberation required not only organization, but education. Women college graduates in the 1890s exemplified a changing attitude toward women's status and provided women with the necessary skills to further their politicalization. Despite setbacks and conflicting views, the nineteenth century American woman was basically the freest in the world, but she still did not possess the ballot. Twentieth-century urbanization required women's participation to solve the growing number of problems. Women's responsibility to social welfare and the opposition to the dominance of economic interests as proclaimed by C. Catt and J. Addams demanded that suffrage be granted. J. Massey

WE 004 978

Touliatos, John Lindholm, Byron W.

Correlates of Attitudes toward the Female Sex Role and Achievement, Affiliation, and Power Motivation of Women.

Affil—Auburn Univ., Ala.

Journal Cit—Adolescence; v12 n48 p461-70 Win 77

Note—Also cited in Current Index to Journals in Education, EJ 176 854

Data Base ID—SAAUG78; 78J4450

Descriptors—*Achievement, *Affiliation Need, *Attitudes, Attitude Tests, College Majors, Grade Point Average, Parent Child Relationship, *Sex Role, Success Factors

A study was conducted to analyze the female sex role in terms of stimuli; intervening variables, e.g., achievement, affiliation, and power; and responses (S-I-R Model). Data were gathered from 84 freshman women in Auburn University's School of Home Economics. Subjects were administered the Parent-Child Relations Questionnaire (Roe, A. and Siegelmen, M., Child Development, 1963, 34, 355-369), the Feminine Role Inventory (Fand, A., "Sex Role and Self Concept: A Study of the Feminine Sex Role as Perceived by Eight-Five College Women for Themselves, Their Ideal Woman, the Average Woman and Men's Ideal Woman," Ph. D. Dissertation, Cornell University), and a six-card thematic apperception series. Additional information was obtained from university records. The two expectations based on behavior theory and the S-I-R Model were only partially confirmed. Although demanding parents had a different effect on their children than unconcerned parents, as predicted, the love-rejection dimension had no influence. No support was found for the hypothesized relationship between sex role/achievement and power or sex role/achievement and GPA. 3 tables. M. Cain

WE 004 979

Stocking, S. Holly Sapolsky, Barry S. Zillimann, Dolf

Sex Discrimination in Prime Time Humor.

Affil—Indiana Univ., Bloomington. Inst. for Communication Research.

Journal Cit—Journal of Broadcasting; v21 n4 p447-57 Fall 77

Data Base ID—SAAUG78; 78J4445

Descriptors—*Humor, *Programing (Broadcast), Sex Discrimination, Surveys, *Television

Because of recent feminist concern about the portrayal of women on TV, sexual humor in TV comedy was examined. All prime-time programs (8-11 P.M. EST) of the three major networks were analyzed for sexual hostile humor, nonsexual hostile humor, sexual nonhostile humor, and nonsexual nonhostile humor during the week of November 8-14, 1975. Programs were also categorized as comedy, comedy-variety, and TV drama. Chi-square analyses of hostile humor and types of humor within program types were made. Men made more disparaging remarks than women but also received the butt of hostile humor more often than women. Women participated in disparaging men as frequently as men disparaged women. The studies demonstrate that sex discrimination does not exist in frequency of sexual humor although sexual humor appears most often during prime family viewing time. 4 tables. J. Massey

WE 004 980

Smith, Eliot R.

Comment On: "Effects of Group Sex Composition on Self-Presentation and Sex Typing."

Affil—California Univ., Riverside.

Journal Cit—Journal of Social Issues; v33 n2 p197-99 77

Data Base ID—SAAUG78; 78J4444

Descriptors—Attitudes, Coeducation, *College Majors, Group Dynamics, Institutional Characteristics, *Self Concept, *Sex Role

Identifiers—Single Sex Colleges

A comment is presented on a previous work (see SA 2959/17354) discussing findings that indicate that the choice of college major by males and females strongly depends on the sex composition of the educational institution, i.e., that males are most strongly sex-typed when they are in a totally male group. These findings actually imply an opposite argument, that sex-typed choice of majors is less prevalent in single-sex colleges for both males and females and that single-sex environment may free individuals to follow their own inclinations and not their socially dictated roles. In Rejoinder: More about Single-Sex Colleges and Sex-Typing, E. Tory Higgins and Diane N. Ruble (Princeton University, N. J.) question whether a comparison of single-sex and mixed-sex colleges provides a convincing test of the proposal, indicating that group composition is only one of several possible explanations for the relation and that comparisons across studies often involve complicating factors. Evidence is provided to suggest that factors other than the effect of group-sex comparison on sex role awareness are the more likely determinants of the reduction of sex-typed choices of major in single-sex colleges. G. Simpson

WE 004 981

Schwartz, Lita Linzer

Women: Re-Entry and Challenge.

Affil—Pennsylvania State Univ., Abington. Ogontz Campus.

Journal Cit—Journal of Sociology and Social Welfare; v4 n6 p845-49 Jul 77

Data Base ID—SAAUG78; 78J4441

Descriptors—College Students, *Psychological Characteristics, *Role Conflict, *Self Esteem, Sex Discrimination, Working Women

Identifiers—Married Women, *Reentry Students, *Reentry Workers

The challenges facing women are presented, primarily from a psychological point of view, as they return to the labor market or to higher education after a period of time away from either. The problems of married women in this situation are particularly stressed. The challenges range from the balancing of priorities that women combining marriage and career must juggle, to the initial feelings of uncertainty of the mature woman sitting in a college classroom with students half her age. Other challenges that beset these women are also discussed–sex role stereotyping, sex/salary discrimination, being viewed as a sex object, and "Catch-22" situations as an executive. The general perspective is a positive one, suggesting that the woman can overcome most of the challenges and obstacles, and has more support for doing so than ever before. AA

WE 004 982

Raphael, Dennis

Identity Status in University Women: A Methodological Note.

Affil—Hincks (C.M.) Treatment Center, Toronto (Ontario).

Journal Cit—Journal of Youth and Adolescence; v6 n1 p57-62 Mar 77

Data Base ID—SAAUG78; 78J4438

Descriptors—*Achievement Need, Aspiration, College Students, Goal Orientation, *Identification (Psychological), Motivation, *Personal Growth, Psychological Patterns, Self Concept, Sex Differences

The use in studies of the classification of identity status into achieved, moratorium, foreclosure, and diffusion is reviewed. The male university student who is identified as "achieved" or "moratorium" is examining occupational opportunities and demonstrating high performance under stress, low authoritarian scores, and high levels of moral reasoning. Research on university women does not reveal the same characteristics of moratorium status for females. A difference in sample age, however, may account for these dissimilarities. Since data on 12th grade high school females show that the moratorium period is similar to that of males, future research should examine the moratorium status of males and females at different grade levels and ages. J. Massey

WE 004 983

Farganis, Sondra

Liberty: Two Perspectives on the Women's Movement.

Affil—Briarcliff Coll., Briarcliff Manor, N.Y.

Journal Cit—Ethics; v88 n1 p62-73 Oct 77

Data Base ID—SAAUG78; 78J4425

Descriptors—*Change Strategies, *Civil Rights, *Feminism, *Perception, Social Attitudes, Social Change

Identifiers—Negative Freedom, Positive Freedom

I. Berlin ('Four Essays on Liberty," London: Oxford University Press, 1969) has distinguished negative freedom–or the absence of coercive restraints–from positive freedom–or the availability of positive resources for action. The first is typically liberal, aiming to provide the maximum of choice among alternatives; the second is Hegelian or Marxist, aiming to provide resources for a minimum range of choices which are rationally highly desirable. The first perspective is typical of the women's movement in the United States, aiming to liberate women from coercive discrimination favoring men. The second approach to women's issues, aiming to make possible the pursuit of those choices which are rationally optimal for women, can be found in the proposals of such writers as S. Firestone ('The Dialectic of Sex: The Case for Feminist Revolution," New York: William Morrow & Co., 1970), who calls for the use of science to free women from the constraints of human reproductive biology, and S. de Beauvoir ('The Second Sex," translated by H. M. Parshley, New York: Alfred A. Knopf, 1952), who has attempted to understand the distinctive quality of women's existence. The one approach involves freeing women to pursue their individual paths, the other bringing them to realize their true common interests. W. H. Stoddard

WE 004 984

da Veiga-Pinto, Francoise

Women and Decision Making: A Social Policy Priority.

Affil—International Inst. for Labour Studies, Geneva (Switzerland).

Journal Cit—Labour and Society; v1 n2 p3-24 Apr 76

Data Base ID—SAAUG78; 78J4420

Descriptors—Administrative Personnel, *Decision Making, Equal Opportunities (Jobs), *Power Structure, Sex Discrimination, *Social Change, Working Women

In support of International Women's Year 1975, the International Institute for Labour Studies sponsored a symposium focusing on traditional division of labor between the sexes, women's role in the labor market and in the family, and psycho-sociopolitical decision making and obstacles to decision making. Decision making is regarded as organizational decisions which affect the course of society. Historically, women have had a minimal role in decision making and thus have had little power in society. The present decision making system is a masculine domain; women have not interacted as full women, but rather as part of the system. The status of women everywhere–from those residing in major power countries to those of the Third World–is generally lower than the status of males. Although the societies and their structures vary, the lack of input of females and the lack of female access to the power machine and power elite remain a dismal constant. Although the traditional sexual division of labor had its historical reasons, those original needs no longer hold today. In a money-dominated world, women are still expected to be a source of unpaid labor or cheap labor. Lack of remuneration means a lack of prestige and little independence. Housework is important, but should it be subsidized by the state, or the husband, and should divorce insurance rest on the same basis as unemployment insurance? These considerations have all been psychological obstacles for women on a universal basis. Now that women are being forced into the labor market for family economics or through divorce, they are just beginning to receive social, financial, and personal independence and prestige. However, psychological acceptance of feelings of inferiority, low self-confidence, and guilt remain obstacles to women who aspire to levels of important decision making. Women now have the power to decide their own fertility, but they also have the unexercised power to make organizational decisions, and to humanize male power structures. 2 appendices. A. Rothman

WE 004 985

Cooney, Rosemary Santana

Changing Patterns of Female Labor Force Participation.

Affil—Fordham Univ., Bronx, N.Y.

Journal Cit—Industrial Relations; v16 n3 p355-62 Oct 77

Data Base ID—SAAUG78; 78J4417

Descriptors—Career Choice, Change Agents, *Employment Patterns, Employment Trends, Labor Force, Social History, *Working Women

Identifiers—*Nontraditional Career Choice

Several basic research questions are investigated: Is increasing urbanization always associated with increasing female participation in the nonagricultural sector? Is the historical relationship between urbanization and female participation in the United States also typical of western Europe? In which industries were females overrepresented in the early twentieth century? How successfully do these traditionally female industries account for changes in the female participation rate? Detailed industrial data by sex were gathered from all the censuses available in seven western European nations and the United States from the early 1900s to the 1960s and 1970s. These data were recombined to provide 20 comparable industrial categories. The major findings are 1) a consistent association of greater urbanization with increased female participation is evident in only three of the eight countries–Finland, Ireland, and the United States; 2) growth of traditional female industries cannot explain the increased participation of females in the labor force; 3) the increasing rate of female nonagricultural participation accounted for by the increased demand for women in nontraditional areas demonstrates that in the long run, male and female labor markets are interrelated; 4) in every country, some industries have changed from being considered as nontraditional female to becoming considered as more traditionally female and 5) the similarity among western nations and the United States in earlier traditional female industries extends to the nontraditional industries most likely to become feminized. 3 tables. AA

WE 004 986

Booker, Janice L.

Women in Communications.

Affil—Temple Univ., Philadelphia. School of Communication.

Journal Cit—Journal of Sociology and Social Welfare; v4 n6 p888-98 Jul 77

Data Base ID—SAAUG78; 78J4413

Descriptors—Editing, *Mass Media, News Media, Professional Personnel, Publications, Public Relations, Salaries, *Working Women

The national headquarters of Women in Communications, Inc., initiated a job and salary survey in April 1974. They sent questionnaires to 70% of their 4,000 members and received 3,929 replies. The respondents were primarily employed by newspapers, educational institutions, or served in a public relations capacity for business firms. Of the respondents, 25% were reporters, copy editors, specialty writers, columnists, and editorial writers. Public relations writers made up another 19%. Executives and company owners composed 5.9% of the sample. Because the field of writing is unusual in that it allows for the writer to work from home as a work headquarters, many women are attracted to the field. It allows the woman to conduct both work and family tasks. It also allows for part-time and/or freelance commitment to the labor force. However, compensation for these kinds of communications is low in terms of monetary reward, with top salaries being found in the public relations firms. Since Watergate, it is estimated that 20,000 journalists enter the job market yearly, and this intense competition will serve to keep salaries low. The wide range of media activity, and the high profile of media people, lead the general public to believe that it is a highly remunerative field. This is generally not the case. In addition, writing is, by nature, a solitary activity, and many women must contend with loneliness and isolation as a result. A. Rothman

WE 004 987

Blackstone, Tessa

The Limits of Legislating for Equality for Women.

Journal Cit—Human Rights Review; v1 n1 p47-56 Spr 76

Data Base ID—SAAUG78; 78J4412

Descriptors—Changing Attitudes, *Civil Rights Legislation, Discriminatory Attitudes (Social), Employment Patterns, Equal Education, *Feminism, *Sex Discrimination, Sex Stereotypes, Socialization

Identifiers—Great Britain

The necessity for and problems attending antidiscrimination legislation proposed in the Sex Discrimination Bill, in achieving female equality in Britain are examined. While the bill purports to end discrimination through equal opportunity for both sexes, a discussion of the realities of equal opportunity for those who have disadvantages economically, socially, or educationally points to the need for "opportunity for equality" first. Irrelevant to the passage of the bill, patterns of dominance which persist in attitudes, institutions, and laws must be eliminated before equality can be realized. Women must reverse the socialization process through which they learn inferior status, raise their expectations, and develop consciousness of their rights. The continuance of domestic inequalities rooted in child-rearing and household responsibilities influences equality in the society as a whole. To change sex role identifications, schools must allow girls choice in their fields of study, rather than channeling them according to traditional expectations. In employment, part-time work schedules for fathers as well as mothers, maternity and paternity leave, and greater occupational choice for women must accompany antidiscrimination legislation. The current taxation and social security system, as well as such other legislation as the Superannuation Plan, although helpful to women, still assume it is the woman who will sacrifice her career for family responsibility. As long as this attitude is reflected in the socialization process, educational system, employment patterns and laws, new legislation for ending discrimination will not be completely effective. J. Massey

WE 004 988

Lieberman, Cheryl A.

Reflections and Legacies.

Journal Cit—Journal of Sociology and Social Welfare; v4 n6 p908-14 Jul 77

Data Base ID—SAAUG78; 78J4326

Descriptors—*Age, Older Adults, *Role Perception, *Self Concept

Women's perceptions of themselves, family life, and the woman's social role are altered and modified by the aging process. At what point women perceive themselves to be old and how they view their function after they feel old is significant in that it gives special insight into how best to serve, communicate, and understand them and provides a key as to how today's woman may feel when she becomes aged. Women (n=25), ages 67-88, were personally interviewed to provide comments and attitudes regarding present and past relationships, reflections on the past, body image, and projected future. Each respondent had a different message, but they show that old people are very much alive, and although they have different problems and perceptions, they still feel, impart information, and have valid perspectives. A. Rothman

WE 004 989

Alexander, Karl L. Eckland, Bruce K.

High School Context and College Selectivity: Institutional Constraints in Educational Stratification.

Affil—Johns Hopkins Univ., Baltimore, Md.;North Carolina Univ., Chapel Hill.

Journal Cit—Social Forces; v56 n1 p166-88 Sep 77

Data Base ID—SAAUG78; 78J3949

Descriptors—*Academic Achievement, *College Choice, High Schools, Sex Differences, Social Status

The impact of the kind of high school attended on where one attends college, and the consequences of attending more or less academically selective colleges, have both been identified by J. B. Conant ('Slums and Suburbs," New York: McGraw-Hill, 1961) as having significant implications for educational policy. A structural model of this process is proposed as determining educational attainment. Data on 356 males and 274 females out of a sample of 2,077 high school sophomores surveyed in 1955 and 1970, who had attended some college and furnished full data, are analyzed separately by sex. When individual family background, ability, and school curriculum are controlled for, males, but not females, show prospects of attending a selective college influenced by social status composition of high school. College selectivity, in turn, despite depressant effects on undergraduate grade performance and academic self-concept, has an overall favorable effect on educational attainment. 1 figure, 3 tables. Modified HA

WE 004 990

Valentich, Mary Gripton, James

Sex Differences in Work Assertiveness of Social Workers.

Affil—Calgary Univ. (Alberta).

Journal Cit—Journal of Sociology and Social Welfare; v4 n6 p922-26 Jul 77

Data Base ID—SAAUG78; 78J3836

Descriptors—*Assertiveness, Professional Personnel, Sex Differences, Social Workers, *Work Attitudes, Working Women

Identifiers—Sex Bias

The results are described of a study of the differential use of assertiveness by males and females as a tactic in advancing careers. The study sample consisted of 657 professional social workers from Colorado and Utah. Assertiveness was measured by a 10-item Likert scale and by eight behavioral indicators of assertiveness which also provided concurrent validation for the scale. The assertiveness scores of male and female respondents tended to be higher than those of females, and this finding was consistent with observed sex differences in such work behaviors as job applications, negotiations with prospective employers, specification of salary expectations, and reactions to unfair treatment. There were indications that assertiveness enhanced an individual's chances of attaining career goals. However, sex was more strongly associated than assertiveness with five of seven organizational rewards, thus indicating that men were more generously treated than women, irrespective of assertiveness. Two practical implications of the study are that women social workers might benefit from work assertiveness training focused on problematic career decisions and actions, and that more assertive tactics will be of limited value in helping women to attain equality with men until sexist obstacles to women's advancement are removed. 1 table. AA

WE 004 991

Rosenfeld, Rachel A.

Women's Intergenerational Occupational Mobility.

Affil—McGill Univ., Montreal (Quebec).

Journal Cit—American Sociological Review; v43 n1 p36-46 Feb 78

Data Base ID—SAAUG78; 78J3826

Descriptors—*Career Choice, Mothers, *Occupational Mobility, Parent Influence, *Predictor Variables, Working Parents

Several recent papers have studied women's intergenerational occupational mobility as movement from father's to daughter's occupation. Mother's occupation is also an important dimension of the mobility process. Analysis data on 3,472 women interviewed in May 1967 by the Bureau of the Census, both of whose parents were present in the home at age 15 to provide work role models, shows that, when age and race are controlled for, a necessary and sufficient model of women's intergenerational occupational model includes the occupations of both parents. Both whether the mother worked outside the home, and what occupation she held if so, are significant for the daughter's occupational destination. 4 tables. Modified HA

WE 004 992

McLaughlin, Steven D.

Sex Differences in the Determinants of Occupational Status.

Affil—Utah State Univ., Logan.

Journal Cit—Sociology of Work and Occupations; v5 n1 p5-30 Feb 78

Data Base ID—SAAUG78; 78J3818

Descriptors—Occupational Information, *Sex Differences

Identifiers—*Occupational Status

The equivalence of occupational status as it is assigned to typically male and female occupations is examined. An argument is developed for the conceptualization of occupational status as a function of the nature of the occupational task. A determination is then made of the extent to which these occupational tasks contribute to occupational status and a comparison is made of the size of the contribution for male and female occupations. The data are drawn from a larger study by S. McLaughlin ('Occupational Characteristics and the Male-Female Income Differential," unpublished Ph.D. dissertation, Washington State University, 1975) which was a representative list of the occupations held by white, married individuals, 30-44 years old, in the United States and a series of characteristics for each. Results suggest that the occupational task characteristics predict status scores relatively well and make substantially different contributions to status depending on the sex identification of the occupation. The implications of this finding for the validity of recent research comparing the male and female status attainment process are discussed. 3 tables. Modified HA

WE 004 993

Lewin, Ellen Damrell, Joseph

Female Identity and Career Pathways: Post–Baccalaureate Nurses Ten Years After.

Affil—California Univ., San Francisco.;California Univ., Davis.

Journal Cit—Sociology of Work and Occupations; v5 n1 p31-54 Feb 78

Data Base ID—SAAUG78; 78J3817

Descriptors—*Conflict Resolution, Nurses, Professional Personnel, *Role Conflict, *Working Women

Identifiers—Sex Identity

Qualitative interviews with 17 postbaccalaureate nurses at the University of California School of Nursing are analyzed with special attention to their management of conflicting commitments in the personal and occupational domains. Problems are seen as arising not only from organizational difficulties associated with parallel involvement with a profession and with the traditional domestic-maternal role, but from cultural categories that reflect sexual asymmetry. The strategies respondents use to minimize these contradictions are discussed, showing that these generally operate either to enhance harmony between the two domains or to accentuate their separateness from each other. Modified HA

WE 004 994

Scharf, Betty R.

Sexual Stratification and Social Stratification.

Affil—London Univ. (England). School of Economics.

Journal Cit—British Journal of Sociology; v28 n4 p450-66 Dec 77

Data Base ID—SAAUG78; 78J3795

Descriptors—*Discriminatory Attitudes (Social), Sex Role, *Social Stratification

Identifiers—Division of Labor, *Occupational Status

An attempt is made to unite the analysis of social stratification with that of the near universal subordination of women to men. Three factors, analytically distinguishable but empirically interacting, are proposed as the key to understanding systems of social stratification–scale of the society, density of its population, and level and type of its technology. Added is a fourth factor, the sexual division of labor in the tasks of parenthood. As the tasks of childraising fall predominantly to the woman, she will be restricted in mobility and in free allocation of time, relative to the man; this restriction will make her relatively less efficient in performing tasks which cannot be routinized, or which require free-ranging movement or lengthy training and specialization. Effective leadership requires some or all of these qualities, and therefore–other things being equal–will fall to men. Qualities and capacities which are scarcest bring the highest rewards and prestige, so the sexual division of labor tends to be invidious. When scale and density are low, and technology simple, women's handicaps are relatively slight and inequality between the sexes is also slight. If societies grow in scale and density and develop more complex, capital intensive techniques, the opportunities for successful leadership and entrenching of positions of leadership in a limited group within the whole multiply enormously. The same factors operate to depress the position of women. The greater salience of war in larger-scale societies is also important in explaining the growth of general social inequality since the prospect of war may be used to justify domination of the few over the many, and the conquests resulting from war may set up enduring patterns of stratification. The change from preindustrial to industrial society can be seen in terms of further advances in scale, density, and technology. At industrial levels, these factors seem to combine to reverse the trend toward gross social inequality and ascription of status. A pattern of stratification is set up in which individual achievement is primary. Such societies tend to throw up very large-scale bureaucratic organizations of production and administration. The handicaps of women in these societies are still substantial, even though there is control of fertility and no high social valuation of large families. Even relatively small discontinuities in work, and small differences in education, put women at a disadvantage relative to men in entry to and advance within bureaucratic organizations. Ties continue to give many women some economical security and social security, but at the same time prevent their effective competition with men in the labor market or in leadership positions generally. Modified AA

WE 004 995

Janus, Noreene Z.

Research on Sex–Roles in the Mass Media: Toward a Critical Approach.

Journal Cit—Insurgent Sociologist; v7 n3 p19-31 Sum 77

Data Base ID—SAAUG78; 78J3576

Descriptors—*Mass Media, *Sex Role

The growth of liberal feminism, which assumes that sexual divisions have been the most basic problem in history and that they can be ended without radical economic change, has led to numerous investigations of mass media. A variety of questions have been asked which do, in fact, reveal discriminatory content, but also assume certain social patterns as tacit standards. This effort has led to some media changes making women more like men within existing social patterns. This perspective is incomplete. A critical perspective relying on holistic and historical analysis is needed. The Marxian tradition offers an example of such a method of analysis but has said little about women's problems. Understanding of the mass media as an industry and as a means of transmitting ideology offers a variety of potentially more productive research lines. Some means of investigating these questions are outlined. W. H. Stoddard

WE 004 996

Gould, Meredith Kern-Daniels, Rochelle

Toward a Sociological Theory of Gender and Sex.

Affil—New York Univ., N.Y.

Journal Cit—American Sociologist; v12 n4 p182-89 Nov 77

Data Base ID—SAAUG78; 78J3255

Descriptors—*Role Theory, Semantics, *Sex Role, Sociology

Identifiers—*Sex Identity

Problems encountered in the recent sociological concern with sex and gender are discussed. Unclear and inconsistent use of the terms "sex" and "gender" is found in the literature, and "sex role" is a confusing and imprecise concept. Much in this field is centered around role theory and symbolic interactionism, whose vocabularies and methodologies restrict theoretical development of the field. Separating ideas on sex and gender from the main body of sociological literature weakens the contributions these studies can make. A precise and consistent distinction between gender and sex needs to be formulated, and paradigms other than symbolic interactionism and role theory need to be used to generate new questions and problems. A. Rubins

WE 004 997

Ridgeway, Cecilia L.   Jacobson, Cardell K.

Sources of Status and Influence in All Female and Mixed Sex Groups.

Affil—Wisconsin Univ., Milwaukee.;Central Michigan Univ., Mount Pleasant.

Journal Cit—Sociological Quarterly; v18 n3 p413-25 Sum 77

Data Base ID—SAAUG78; 78J3225

Descriptors—*Conformity, *Group Behavior, Individual Characteristics, Sex Stereotypes, Task Performance, Undergraduate Students

Identifiers—*Influence, Mixed Sex Groups

The theory of conformity, status, and idiosyncracy credits advanced by E. P. Hollander ('Conformity, Status, and Idiosyncracy Credit," 'Psychological Review, 1958, 65, 117-127) has never been applied to female groups. An experimental procedure in which a male or female confederate broke procedural norms early, middle, late, or never during the 15 trials of an experimental game task was used with 144 undergraduate female students in groups of three subjects and one confederate. The task was described either as a quasimathematical task or as a game. Greater conformity to the confederate's behavior occurred given a quasimathematical task, and also given a male confederate, without interaction effects. Contrary to Hollander's theory, previous nonconformity led to greater influence than previous conformity. Nonconformity appears to act as a perceptual marker. Traditional sex role assumptions may account for differences in response to male and female nonconformity. Outside status due to mathematical competence is also significantly related to influence. 4 tables. Modified HA

WE 004 998

McKillip, Jack   DiMiceli, Anthony J.   Luebke, Jerry

Group Salience and Stereotyping.

Affil—Southern Illinois Univ., Carbondale.

Journal Cit—Social Behavior and Personality; v5 n1 p81-85 77

Data Base ID—SAAUG78; 78J3223

Descriptors—College Students, Group Behavior, *Individual Characteristics, *Sex Stereotypes

Salience of sexual identity was varied in intergroup interaction for 75 female and 77 male college students. Participants rated attraction for and made attributions of sex-linked personality traits to men and women presented on slides. Under conditions of high as compared to low group salience, own group members were rated as more attractive than other group members, men made greater use of the male competence stereotype, and women made greater use of the female warmth stereotype. These findings were interpreted as consistent with a social comparison interpretation of intergroup interaction. 1 table. Modified HA

WE 004 999

Scott, Patricia Bell

Debunking Sapphire: Toward a Non-Racist and Non-Sexist Social Science.

Affil—Tennessee Univ., Knoxville.

Journal Cit—Journal of Sociology and Social Welfare; v4 n6 p864-71 Jul 77

Data Base ID—SAAUG78; 78J3161

Descriptors—*Racism, *Social Science Research

Identifiers—*Black Women, *Sex Bias

The purpose here is to outline the impact of racism and sexism on American social science, with special attention being given to the distortion of the black female experience by social science scholars. The distortion of the black female experience has impeded the helping professional in aiding the black woman, as well as the researcher who is seeking to uncover and understand the black female experience. Several trends in the investigation of the black female experience are outlined and five specific indicators of racism and sexism are delineated: 1) An overemphasis on black mother-son dyads (and the subsequent impact of this relationship upon the black male personality), 2) the use of overtly sexist and racist lingo, 3) the use of instruments biased against blacks and women, 4) a tendency of researchers to use male subjects exclusively in studies of a nonfamilial nature, and 5) a preference among journals to publish studies done by males predominantly. Some recommendations for research and action are made. AA

Nonprint Media Citations

National Information Center for Educational Media (NICEM)

The references in this section were selected by reviewing the bibliographic information, list of descriptors, and available annotations that comprise the NICEM data base. The actual media pieces were not reviewed. Users of this section are strongly urged to review any piece listed here before purchase or use.

National Information Center for Educational Media (NICEM)

The NICEM data bank indexes nonprint educational media. This includes 16mm film, 35mm filmstrips, 8mm motion cartridges, audiotapes, overhead transparencies, videotapes, slides, records, and the producers and distributors of the same.

SAMPLE CITATION

WEECN Accession Number—identification number sequentially assigned to documents as they are processed.	**WE 000 000**	
	Hendricks, Michael A.	Author(s)
Title	**Girl to Woman; Second Edition.**	
Publication Date	Pub Date—76	
	Media Info—Film. color; optical sound; 16mm; 17	Medium Type and Description
	minutes. Grade 4-Junior High School	Audience Level
Descriptive Note	Note—From The American Woman-A Social Chronicle Series	
	Available from—Churchill Films, 662 N. Robertson Blvd., Los Angeles, Calif. 90069	Ordering Information
Descriptors (Only terms preceded by an asterisk are printed in the subject index.)	Descriptors—*Maturation, Physical Development, *Physiology, Sex (Characteristics)	
	Identifiers—*Menstruation	Identifiers (Terms not found in the ERIC Thesaurus. Only terms preceded by an asterisk are printed in the subject index.)
Abstract	The film uses animation and live action footage to present the maturation process in the human female, describing the physiological changes from girlhood to womanhood.	

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Further information about NICEM may be obtained by contacting:

Mr. Art Schaak
National Information Center
for Educational Media (NICEM)
University of Southern California
University Park
Los Angeles, CA 90007

Telephone: 213-741-5899

WE 005 000

Famous Women of America, Group 2-A Series.
Society for Visual Education, Inc., Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. Color. Intermediate-Junior High School
Available from—Society for Visual Education, Inc., Div. of the Singer Co., 1345 Diversey Pkwy., Chicago, Ill. 60614
Descriptors—*Biographies, Feminism, Success Factors, *United States History, Womens Studies, *Working Women
Identifiers—Bethune (Mary McLeod), Earhart (Amelia), Gish (Dorothy), Savage (Augusta), Stanton (Elizabeth Cady), Stowe (Harriet Beecher)

Although the six women of the series had distinctively different personalities, they had one thing in common-achievement. Their achievements made them famous, but their varied backgrounds, personal struggles, and motivations to succeed made them exciting human beings. The women are: Amelia Earhart (aviation pioneer); Augusta Savage (sculptor); Dorothy Gish (actress); Elizabeth Cady Stanton (women's rights); Harriet Beecher Stowe (author); and Mary McLeod Bethune (educator).

WE 005 001

Mary McLeod Bethune-Educator.
Society for Visual Education, Inc., Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 56 frames. Intermediate-Junior High School
Note—From Famous Women of America, Group 2-A Series
Available from—Society for Visual Education, Inc., Div. of the Singer Co., 1345 Diversey Pkwy., Chicago, Ill. 60614
Descriptors—Biographies, *Black History, *Feminism, Social History, *Teachers, United States History, Working Women
Identifiers—*Bethune (Mary McLeod)

The life and achievements of educator Mary McLeod Bethune are presented; in particular how she convinced the board of trustees to expand her school to the high school level.

WE 005 002

Harriet Beecher Stowe-Author.
Society for Visual Education, Inc., Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 56 frames. Intermediate-Junior High School
Note—From Famous Women of America, Group 2-A Series
Available from—Society for Visual Education, Inc., Div. of the Singer Co., 1345 Diversey Pkwy., Chicago, Ill. 60614
Descriptors—*Authors, Biographies, Feminism, United States History, Working Women
Identifiers—*Stowe (Harriet Beecher)

A biography of Harriet Beecher Stowe is presented which tells how slavery can be a state of mind as well as a social condition. Harriet Beecher Stowe was a slave to her father, her religion, and the circumstances surrounding her marriage until she wrote the novel "Uncle Tom's Cabin."

WE 005 003

Elizabeth Cady Stanton-Women's Rights Activist.
Society for Visual Education, Inc., Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 57 frames. Intermediate-Junior High School
Note—From Famous Women of America, Group 2-A Series
Available from—Society for Visual Education, Inc., Div. of the Singer Co., 1345 Diversey Pkwy., Chicago, Ill. 60614
Descriptors—Biographies, Civil Rights, *Feminism, United States History, Working Women
Identifiers—*Stanton (Elizabeth Cady), *Womens Suffrage Movement

This biography of Elizabeth Cady Stanton shows how she was a leader in gaining women's rights, from sporting the bloomer to demanding the right to vote.

WE 005 004

Dorothy Gish-Actress.
Society for Visual Education, Inc., Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 57 frames. Intermediate-Junior High School
Note—From Famous Women of America, Group 2-A Series
Available from—Society for Visual Education, Inc., Div. of Singer Co., 1345 Diversey Pkwy., Chicago, Ill. 60614
Descriptors—*Acting, Biographies, Feminism, Films, Professional Personnel, United States History, Working Women
Identifiers—*Gish (Dorothy)

This biography is focused on the comedic talent, mischievous nature, and innate charm of silent screen actress Dorothy Gish, including her relationship with D.W. Griffith. The rise of the motion picture as a popular form of entertainment is also described.

WE 005 005

Augusta Savage-Sculptor.
Society for Visual Education, Inc., Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 59 frames. Intermediate-Junior High School
Note—From Famous Women of America, Group 2-A Series
Available from—Society for Visual Education, Inc., Div. of the Singer Co., 1345 Diversey Pkwy., Chicago, Ill. 60614
Descriptors—Artists, Biographies, Civil Rights, Feminism, *Racial Discrimination, United States History, Working Women
Identifiers—*Savage (Augusta), *Sculptors

The story of Augusta Savage, gifted sculptor and devoted teacher, is told by one of her students, emphasizing her constant struggle against racial barriers in the field of art.

WE 005 006

And Ain't I a Woman-A Series.
Audiovisual Instructional Device, Bayside, N.Y.
Pub Date—75
Media Info—Filmstrip. Color. High School-College
Available from—Prentice-Hall Media, 150 White Plains Rd., Tarrytown, N.Y. 10591
Descriptors—*Civil Rights, *Feminism, Social Change, *Social History

The progress of women through history is traced with quotes from writings of women on the struggle for women's rights. The films in the series are: "Early Signs," "The Feminist Fifties," "Hearthside," "Outside," "Society and Attitudes," and "Towards a New Consciousness."

WE 005 007

Early Signs.
Audiovisual Instructional Device, Bayside, N.Y.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 65 frames. High School-College
Note—From the And Ain't I a Woman series
Available from—Prentice-Hall Media, 150 White Plains Rd., Tarrytown, N.Y. 10591
Descriptors—Assertiveness, *Civil Rights, *Feminism, *Social History

WE 005 008

The Feminist Fifties.
Audiovisual Instructional Device, Bayside, N.Y.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 61 frames. High School-College
Note—From the And Ain't I a Woman series
Available from—Prentice-Hall Media, 150 White Plains Rd., Tarrytown, N.Y. 10591
Descriptors—*Civil Rights, *Feminism, *Modern History, Social Change, Social History, Womens Studies

WE 005 009

Hearthside.
Audiovisual Instructional Device, Bayside, N.Y.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 61 frames. High School-College
Note—From the And Ain't I a Woman series
Available from—Prentice-Hall Media, 150 White Plains Rd., Tarrytown, N.Y. 10591
Descriptors—Civil Rights, *Feminism, Social History
Identifiers—*Homemakers

WE 005 010

Outside.
Audiovisual Instructional Device, Bayside, N.Y.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 74 frames. High School-College
Note—From the And Ain't I a Woman series
Available from—Prentice-Hall Media, 150 White Plains Rd., Tarrytown, N.Y. 10591
Descriptors—*Civil Rights, *Feminism, Social History, United States History

WE 005 011

Society and Attitudes.

Audiovisual Instructional Device, Bayside, N.Y.

Pub Date—75

Media Info—Filmstrip. color; with record, cassette, and script; 67 frames. High School–College

Note—From the And Ain't I a Woman series

Available from—Prentice-Hall Media, 150 White Plains Rd., Tarrytown, N.Y. 10591

Descriptors—*Feminism, *Social Attitudes, Social History, United States History

WE 005 012

Conditioning for Sports–Physical Fitness for Girls–A Series.

Ealing Corp., Cambridge, Mass.

Pub Date—75

Media Info—Motion Cartridges. color; 8mm. Junior High School–High School

Available from—BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, Calif. 90406

Descriptors—*Exercise (Physiology), Perceptual Motor Coordination, *Physical Fitness, Secondary Education, Womens Athletics

Individual cartridges are titled "Balance and Coordination" (second edition), "Cardiovascular Endurance" (second edition), and "Figure Control" (second edition).

WE 005 013

Figure Control.

Ealing Corp., Cambridge, Mass.

Pub Date—75

Media Info—Motion Cartridge. color; optical sound; 10 minutes; 8mm. Junior High School–High School

Note—From the Conditioning for Sports–Physical Fitness for Girls series, second edition

Available from—BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, Calif. 90406

Descriptors—*Exercise (Physiology), *Physical Fitness, Secondary Education

The cartridge demonstrates various exercises for figure control and physical fitness for women.

WE 005 014

Cardiovascular Endurance.

Ealing Corp., Cambridge, Mass.

Pub Date—75

Media Info—Motion Cartridge. color; optical sound; 8mm; 9 minutes. Junior High School–High School

Note—From the Conditioning for Sports–Physical Fitness for Girls series, second edition

Available from—BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, Calif. 90406

Descriptors—Cardiovascular System, *Jogging, Physical Fitness, *Running, Womens Athletics

The cartridge demonstrates jogging and running techniques and discusses these activities as means of increasing cardiovascular endurance required for strenuous physical activity.

WE 005 015

Balance and Coordination.

Ealing Corp., Cambridge, Mass.

Pub Date—75

Media Info—Motion Cartridge. color; optical sound; 8mm; 9 minutes. Junior High School–High School

Note—From the Conditioning for Sports–Physical Fitness for Girls series, second edition

Available from—BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, Calif. 90406

Descriptors—Exercise (Physiology), *Perceptual Motor Coordination, Physical Fitness, Womens Athletics

Identifiers—*Balance (Physical)

The cartridge demonstrates the importance of balance and coordination in physical activity and suggests exercises for the development and improvement of each.

WE 005 016

Do Your Own Thing.

McGraw-Hill Films, New York, N.Y.

Pub Date—75

Media Info—Film. color; optical sound; 13 minutes; 16mm. Kindergarten–Intermediate

Note—From the Fat Albert series

Available from—Mc Graw-Hill Films, 1221 Avenue of the Americas, New York, N.Y. 10020

Descriptors—*Feminism, *Personality, *Sex Stereotypes

The film relates how Fat Albert and the kids get an early taste of girl's lib when Penny shows the gang that she is more than a match for the kids at sports. It explains how Fat Albert feels that cooking is the one area in which he can surpass Penny. The film concludes with Albert winning first prize for his Easter egg chocolate marshmallow cake and the kids learning that you can "do your own thing" whether you are a boy or a girl.

WE 005 017

Does Anybody Need Me Anymore.

Learning Corp. of America, New York, N.Y.Tomorrow Entertainment, New York, N.Y.

Pub Date—75

Media Info—Film. color; optical sound; 16mm; 29 minutes. Junior High School–Adult

Note—From the Being a Woman series

Available from—Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y. 10019

Descriptors—*Family Relationship, Middle Aged, *Role Conflict

Identifiers—*Married Women

Edited from the motion picture entitled "Am I Wife, Mother, Or Me," this film observes the changes which occur in the marriage of a middle-aged couple when the wife decides to change her own life style after her children are grown and gone.

WE 005 018

The Excuse.

California Univ., Berkeley. Media Extension Center.

Pub Date—75

Media Info—Film. color; optical sound; 16 minutes; 16mm

Available from—University of California Extension Media Center, 2223 Fulton St., Berkeley, Calif. 94720

Descriptors—*Poets, Working Women

Identifiers—*Stone (Ruth)

The film portrays American poet Ruth Stone as both a woman and as an artist. It intercuts readings of her poems with scenes of her everyday activities, during which she reminisces about her past and discusses the present.

WE 005 019

Volleyball–Dig It.

BFA Educational Media, Santa Monica, Calif.

Pub Date—75

Media Info—Film. color; optical sound; 13 minutes; 16mm. Junior High School–College

Available from—BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, Calif. 90406

Descriptors—*Volleyball, Womens Athletics

The film features Kathy Gregory, volleyball expert, who discusses the skills of playing volleyball as demonstrated by a number of outstanding women players. She illustrates techniques for skillful serving, the underhand pass, recovery from the net, the set up, and the spike.

WE 005 020

W O W–Women of the World.

Hubley (John), New York, N.Y.

Pub Date—75

Media Info—Film. color; optical sound; 11 minutes; 16mm. Junior High School–Adult

Available from—Pyramid Films, P.O. Box 1048, Santa Monica, Calif. 90406

Descriptors—*Feminism, Interpersonal Relationship, *Social Change

The film looks at the evolution of human liberation from the era of male and female hunters and dancers to the present age of men and women as equal partners in professional and personal relationships.

WE 005 021

Who's on First–A Story of Girls' Sports.

JAB Press, Inc., Fairlawn, N.Y.

Pub Date—75

Media Info—Film. color; optical sound; 13 minutes; 16mm. Intermediate–Adult

Available from—Albert J. Mazurkiewicz and Joel Ginsburg

Descriptors—*Sex Stereotypes, Softball

Identifiers—*Women Athletes

The film examines the stereotype of girls in sports by following the members of winning junior high school girls' softball team as they prepare for and play their most difficult game of the season.

WE 005 022

Of Women and by Women–Sculpture.

Educational Dimensions Group, Stamford, Conn.

Pub Date—75

Media Info—Slides. script; 2 x 2 slides; 20 frames. High School–Adult

Available from—Educational Dimensions Group, Box 126, Stamford, Conn. 06904

Descriptors—*Artists

Identifiers—*Sculptors

The slides present the various techniques of sculpture and the mood of sculptures of women and by women.

WE 005 023

Of Women, by Women. Part 1.

Educational Dimensions Group, Stamford, Conn.

Pub Date—75

Media Info—Slides. color; script; 2 x 2 slides; 20 frames. Junior High School–College

Available from—Educational Dimensions Group, Box 126, Stamford, Conn. 06904

Descriptors—*Art, *Characterization

The slides present views of women as seen by artists from prehistoric times to the present.

WE 005 024

Of Women, by Women. Part 2.

Educational Dimensions Group, Stamford, Conn.

Pub Date—75

Media Info—Slides. color; script; 2 x 2 slides; 20 frames. Junior High School–College

Available from—Educational Dimensions Group, Box 126, Stamford, Conn. 06904

Descriptors—*Art, *Characterization

The slides present views of women as seen by artists from prehistoric times to the present.

WE 005 025

Of Women, by Women. Part 3.

Educational Dimensions Group, Stamford, Conn.

Pub Date—75

Media Info—Slides. color; script; 2 x 2 slides; 20 frames. Junior High School–College

Available from—Educational Dimensions Group, Box 126, Stamford, Conn. 06904

Descriptors—*Art, *Characterization

The slides present views of women as seen by artists from prehistoric times to the present.

WE 005 026

Of Women, by Women. Part 4.
Educational Dimensions Group, Stamford, Conn.
Pub Date—75
Media Info—Slides. color; script; 2 x 2 slides; 20 frames. Junior High School-College
Available from—Educational Dimensions Group, Box 126, Stamford, Conn. 06904
Descriptors—*Art, *Characterization

The slides present views of women as seen by artists from prehistoric times to the present.

WE 005 027

The Barber-Stylist.
Society for Visual Education, Inc., Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 73 frames. Intermediate-High School
Note—From the Exploring Careers, Group 9 series
Available from—Society for Visual Education, Inc., Div. of the Singer Co., 1345 Diversey Pkwy., Chicago, Ill. 60614
Descriptors—*Barbers, Career Choice, *Equal Opportunities (Jobs), Service Occupations, Vocational Education, Working Women
Identifiers—*Nontraditional Career Choice

The owner-manager of two hairstylist shops in a major metropolitan area exemplifies the achievements which are possible for a woman in a male-dominated field.

WE 005 028

Boys and Girls Can Do Anything.
Teaching Resources Films, Mt. Kisco, N.Y.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 61 frames. Primary-Intermediate
Note—From the You Can Be Anything series
Available from—Teaching Resources Films, 2 Kisco Plaza, Mt. Kisco, N.Y. 10549
Descriptors—*Career Choice, *Personality

WE 005 029

Blast Off.
Xerox Films, Middletown, Conn.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 28 frames. Primary
Note—From the Magic Circle, Level 07 series
Available from—Xerox Films, 245 Long Hill Rd., Middletown, Conn. 06457
Descriptors—Aerospace Technology, *Career Choice
Identifiers—*Astronauts, *Nontraditional Career Choice

The filmstrip presents an adaptation of the book "Blast Off" by Linda C. Cain, in which a young girl dreams of becoming an astronaut.

WE 005 030

Edith Wharton-The Decadent New York Society.
Teaching Resources Films, Mt. Kisco, N.Y.
Pub Date—75
Media Info—Filmstrip. with record, cassette, and script; Color. Junior High School-High School
Note—From the Women Writers-Voice of Dissent series
Available from—Teaching Resources Films, 2 Kisco Plaza, Mt. Kisco, N.Y. 10549
Descriptors—*Authors, *Feminism, Social Change, *Social History, Working Women
Identifiers—New York, *Wharton (Edith)

WE 005 031

Ellen Glasgow-The Southern Myth.
Teaching Resources Films, Mt. Kisco, N.Y.
Pub Date—75
Media Info—Filmstrip. with record, cassette, and script; Color. Junior High School-High School
Note—From the Women Writers-Voice of Dissent series
Available from—Teaching Resources Films, 2 Kisco Plaza, Mt. Kisco, N.Y. 10549
Descriptors—*Authors, *Feminism, Social Change, Social History, Womens Studies, Working Women
Identifiers—*Glasgow (Ellen)

WE 005 032

Hatshepsut-The First Woman of History, Part 1.
Multi Media Productions, Stanford, Calif.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 61 frames. Junior High School
Available from—Multi Media Productions, P.O. Box 5097, Stanford, Calif. 94305
Descriptors—*Ancient History, Womens Studies
Identifiers—*Hatshepsut, *Monarchs

Hatshepsut, the only daughter of Thutmose I's royal wife, lived in ancient Egypt and eventually became pharoah.

WE 005 033

Hatshepsut-The First Woman of History, Part 2.
Multi Media Productions, Stanford, Calif.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 55 frames. Junior High School
Available from—Multi Media Productions, P.O. Box 5097, Stanford, Calif. 94305
Descriptors—*Ancient History, Womens Studies
Identifiers—*Hatshepsut, *Monarchs

Hatshepsut, the only daughter of Thutmose I's royal wife, lived in ancient Egypt and eventually became pharoah.

WE 005 034

Male and Female-How Aware Are You.
Globe Filmstrips, Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 56 frames. Junior High School-Adult
Available from—Coronet Instructional Films, 65 E. South Water St., Chicago, Ill. 60601
Descriptors—Life Style, *Self Concept Tests, *Sex Discrimination
Identifiers—*Sex Role Attitudes

The filmstrip provides a self-test for examining sexist attitudes and actions and discussing future lifestyle options.

WE 005 035

Male and Female Roles-The Stereotypes.
Globe Filmstrips, Chicago, Ill.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 59 frames. Junior High School-Adult
Available from—Coronet Instructional Films, 65 E. South Water St., Chicago, Ill. 60601
Descriptors—*Attitudes, Interpersonal Relationship, Sex Discrimination, *Sex Role, *Sex Stereotypes, Social Factors

Basic concepts, such as social role, sex role and stereotype, and their influence on attitudes and actions are discussed.

WE 005 036

My Mother Is in Advertising.
Troll Associates, Mahwah, N.J.
Pub Date—75
Media Info—Filmstrip. color; with cassette and script; 46 frames. Kindergarten-Intermediate
Note—From the What Do People Do series
Available from—Troll Associates, 320 Route 17, Mahwah, N.J. 07430
Descriptors—Career Choice, *Equal Opportunities (Jobs), Occupations, *Working Women
Identifiers—*Advertising

WE 005 037

My Mother Runs a Machine.
Troll Associates, Mahwah, N.J.
Pub Date—75
Media Info—Filmstrip. color; with cassette and script; 46 frames. Kindergarten-Intermediate
Note—From the What Do People Do series
Available from—Troll Associates, 320 Route 17, Mahwah, N.J. 07430
Descriptors—Career Choice, *Equal Opportunities (Jobs), *Machinists, Occupations, Skilled Workers, *Working Women

WE 005 038

My Mother Works in an Office.
Troll Associates, Mahwah, N.J.
Pub Date—75
Media Info—Filmstrip. color; with cassette and script; 46 frames. Kindergarten-Intermediate
Note—From the What Do People Do series
Available from—Troll Associates, 320 Route 17, Mahwah, N.J. 07430
Descriptors—Career Choice, *Equal Opportunities (Jobs), Occupations, *Office Occupations, *Working Women

WE 005 039

My Mother's a Homemaker.
Troll Associates, Mahwah, N.J.
Pub Date—75
Media Info—Filmstrip. color; with cassette and script; 46 frames. Kindergarten-Intermediate
Note—From the What Do People Do series
Available from—Troll Associates, 320 Route 17, Mahwah, N.J. 07430
Descriptors—*Career Choice, Occupations
Identifiers—*Homemakers

WE 005 040

My Mother's an Artist.
Troll Associates, Mahwah, N.J.
Pub Date—75
Media Info—Filmstrip. color; with cassette and script; 46 frames. Kindergarten-Intermediate
Note—From the What Do People Do series
Available from—Troll Associates, 320 Route 17, Mahwah, N.J. 07430
Descriptors—*Artists, Career Choice, Equal Opportunities (Jobs), Occupations, *Working Women

WE 005 041

Say Ah.
Scholastic Magazines, Inc., New York, N.Y.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 55 frames. Kindergarten-Primary
Note—From the Beginning Concepts-People Who Work, Unit One series
Available from—Scholastic Magazines, Inc., 50 West 44th St., New York, N.Y. 10036
Descriptors—Career Choice, *Equal Opportunities (Jobs), *Health Occupations, Occupations, *Physicians, *Working Women
Identifiers—New York (New York)

Careers in doctoring and health care are discussed with emphasis on a female pediatrician working in New York City.

WE 005 042

Sex Differences and Socialization.
Concept Media, Costa Mesa, Calif.
Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 118 frames. High School-Adult
Note—From the Human Development-2 1/2-6 Years series
Available from—Concept Media, 1500 Adams, Costa Mesa, Calif. 92626
Descriptors—Aggression, *Assertiveness, Interpersonal Competence, *Sex Differences, Sex Role, *Socialization

Sex differences in aggression, dependency, and related behaviors, and three different methods of socialization which attempt to explain the acquisition of sex differences in behavior are explored.

WE 005 043

Sex Roles–Redefining the Differences, Part 1–Sexual Stereotyping.

Audio Visual Narrative Arts, Pleasantville, N.Y.
Pub Date—75
Media Info—Filmstrip. color; sound, audio tape; 76 frames. Junior High School–College
Available from—Audio Visual Narrative Arts, P.O. Box 398, Pleasantville, N.Y. 10570
Descriptors—Economic Factors, Industry, Sex Discrimination, *Social Change, Social History, *Technological Advancement
Identifiers—*Sex Role Stereotypes

The origins and history of sex role stereotyping are examined, and the changes forced by the Industrial Revolution are discussed.

WE 005 044

Sex Roles–Redefining the Differences, Part 2–The New Alternatives.

Audio Visual Narrative Arts, Pleasantville, N.Y.
Pub Date—75
Media Info—Filmstrip. color; sound, audio tape; 78 frames. Junior High School–College
Available from—Audio Visual Narrative Arts, P.O. Box 398, Pleasantville, N.Y. 10570
Descriptors—*Equal Opportunities (Jobs), Sex Discrimination, *Social Change
Identifiers—*Sex Role Stereotypes

The continuing change of roles of men and women in America, especially emerging lifestyles are examined. The short and long term benefits to society that may result from these changes are also discussed.

WE 005 045

Today's New Women.

Pub Date—75
Media Info—Filmstrip. black and white; with record, cassette, and script; 65 frames. Junior High School–Adult
Note—From the Filmstrip on Current Affairs series; Library of Congress No. 75-734558
Descriptors—*Feminism, Futures (of Society), *Sex Role, Social Change
Identifiers—*International Womens Year, *Womens Liberation Movement

The changing status of women in the United States and the world is surveyed. The activities of the International Women's Year, the history of the women's movement, and the outlook for women in the future are discussed.

WE 005 046

Wings of Change–Women in America.

Pub Date—75
Media Info—Filmstrip. color; with record, cassette, and script; 131 frames. Junior High School–Adult
Note—Library of Congress No. 75-735731
Descriptors—*Civil Rights Legislation, *Feminism, Sex Discrimination, Social Change, *Social History, United States History
Identifiers—Equal Rights Amendment, *Womens Liberation Movement, *Womens Suffrage Movement

The development of legislation and customs concerning women in the United States from colonial times to the proposal of the 27th Amendment to the Constitution is traced, with emphasis on the early years when women campaigned for suffrage. Modern feminists are also discussed.

WE 005 047

Beyond Black and White.

Avanti Films, Los Angeles, Calif.
Pub Date—75
Media Info—Film. color; optical sound; 16mm; 32 minutes. High School–Adult
Available from—Motivational Media, 8271 Melrose, Los Angeles, Calif. 90046
Descriptors—Equal Opportunities (Jobs), Industry, *Racial Discrimination, *Sex Discrimination, Sex Stereotypes
Identifiers—Racial Stereotypes

The attitudes of prejudice against women and minorities are challenged by showing how prejudice is often based on fictional cliches which have no factual validity. Sexual and racial discrimination in industry are explored, and it is shown that color and gender have no bearing on the qualifications of people seeking jobs.

WE 005 048

Different Folks.

Agency for Instructional Development, Bloomington, Ind.
Pub Date—75
Media Info—Film. color; optical sound; 15 minutes; 16mm. Junior High School
Note—From the Self Incorporated series
Available from—National Instructional TV Center, Box A, Bloomington, Ind. 47401
Descriptors—Family Relationship, *Identification (Psychological), *Sex Role, Working Women
Identifiers—*Sex Identity

The film presents a family in which the mother earns most of the income and the father does most of the housework.

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